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ABSTRACT

This book of instructional materials for adult basic education teachers is a collection of exercises and activities which involve the use of resources found in the everyday environment of adults, relate to adult coping skills, and provide students with practice in language and computation. Following a brief introduction and discussion of adult learners and their teachers, the remainder of the content is in thirty sections varying in length (from one to nineteen pages), each one including a discussion of how a specific resource material can be used for student learning, several student exercises and activities involving the use of this resource, copies or illustrations of the resource material, and worksheets (when appropriate). The titles of these sections and some of their subdivisions are as follows: Applications (Job Application), Brochures (Driver's Manual), Calendars, Catalogs, Charts (Emergency Information), Containers, Directions (Patterns), Display Ads (Grocery Ads), Environment, Food (Cookbooks), Games, Labels (Food Labels), Letters, Magazines, Maps, Measures, Media, Menus, Money (Bank Statements), Music, Newspapers, Objects, Occupant Mail, Paper, People (Language Experience), Pictures (Comics and Cartoons), Signs, Tape Recorders and Typewriters, Telephone Book, and Words (Word Lists). Suggestions and forms for assessing the competency level and interests of students, resource sources, and a summary of adult performance level objectives are appended. (EM)

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ED145102

Everyday Everywhere Materials as Teaching Resources in Adult Basic Education

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Blacksburg, Virginia
March, 1977

INTRODUCTION AND OVERVIEW

There is no argument about the desperate need in this country for Adult Basic Education and no argument about the importance of the job you do as an ABE teacher. Thousands of Americans lack minimal functional competencies and suffer the terrible emotional and financial consequences of their deficiencies. You offer them learning opportunities in a supportive environment to remediate these deficiencies, thereby increasing their life options. Your work is important.

This book is offered as a resource for enriching the ABE curriculum. It is neither a curriculum guide nor a handbook on the teaching of language or computational skills. The book is not a complete compendium of the world's finest teaching ideas, but it is a collection of exercises and activities which relate to adult coping skills and which provide students with practice in language and computation. The book is meant to supplement other materials you already use in your work with ABE students.

The focus of this book is on materials, on how they can be used to stimulate, provoke, encourage, and enhance student learning. Step by step strategies based on the formal statement of goals and performance objectives are not the province of this book. Activities vary in complexity and are useful for students at different levels of competence. The exercises suggested here should be considered only a starter set; the wide page margins are intended for additional ideas, modifications, or extensions of these activities, as they occur to you.

The focus of this book is on the use of Everyday Everywhere Materials. The emphasis is on "found" rather than manufactured materials, materials from the functional world of adults. We are aware of the part-time nature of your ABE commitment and of the limited time and energy you likely have available to prepare materials. Because the words "teacher-made materials" suggest time-consuming efforts of cutting, pasting, and copying, we have avoided using the term and have minimized those kinds of suggestions. We have tried to generate and to collect exercises that require minimum preparation on your part and maximum involvement on the part of your students.

Our intention is to stimulate you to consider quite ordinary materials as promising enrichment tools; to encourage you to make multiple uses of the same stimuli and to be sensitive to Adult Performance Level curriculum suggestions for relating learning activities to coping skills. A review of APL objectives is included in the Appendix.

This book delivers a series of non-denominational sermons. In our enthusiasm and concern for making certain points, we may repeat ourselves. Forgive us our excesses. The principal sermons follow:

Sermon #1: The everyday world can be considered a creativity kit. The materials and artifacts of the students' world can be made to serve instructional purposes for which they were never intended--for learning language skills, computation skills, and coping skills.

Sermon #2: Since the world is full of materials, and the student lives in that world, we propose that you supplement some of the increasingly fine commercial curriculum materials with "stuff and things" from the environment. These can be valuable because they are "real," usually free, and often relevant to your students' experience. Working with common, ordinary materials to reinforce or enhance basic skills, you have an advantage with students who resist school-like materials which may remind them of past failures. Because of their unlikeliness as teaching tools, such materials can add special flair to the learning environment, thereby engaging some students whose interest might be difficult to hold using conventional, structured materials. We suggest using ordinary materials in new ways and unusual materials as if they were quite conventional.

Sermon #3: Accustomed as we are to thinking of certain materials for use in ABE classes, we often neglect rich and practical resources in the immediate environment, including ourselves. Students themselves can be a source of relevant materials, and utilizing these in learning activities gives the classroom a personal, human dimension.

Sermon #4: Using unconventional found materials as adjunct teaching aids can be helpful to teachers as well as students. We have found that ABE teachers who generate methods and strategies out of ordinary materials often become recharged themselves. This condition inevitably reflects to students.

Sermon #5: In all basic word, spelling, and punctuation drill, it is a bonus to work with content that relates to the student. It is far better to have adults punctuate the sentence, "I can drive a car" than one like, "Every child needs a pet." The first is not only relevant but reminds the adult of his competence. The second is not so directly related to the adult and, more seriously, expresses a middle class value which may be unrealistic for an indigent ABE family. The value of teacher-adapted materials is always in the match between it and the students' interest.

Sermon #6: Obviously, there is no single best way to do anything as complex as teaching educationally disadvantaged adults. Your students come from a wide range of ethnic and socio-cultural backgrounds, and they obviously will not respond equally well, or badly, to particular learning activities. Your judgment, tempered and informed by experience and insights into student needs and aspirations, will lead you to select appropriate activities. We urge you to use racing forms or True Confessions or Playboy or anything with high motivational potency in your work with ABE students.

ABOUT LEARNERS AND TEACHERS

There is, of course, no typical ABE student. There certainly is no typical ABE teacher. Most of you have only part-time professional involvement with educationally disadvantaged adults. You all have--or have had--a wide range of other work experiences, some of which are only vaguely related to helping adults learn.

Your job as teacher has two major parts: to help students acquire the skills and knowledge they lack and desire; and to facilitate their general growth as competent, confident citizens. Many of you have had extensive teaching experience with young people, some of which is helpful in your work with educationally disadvantaged adults; but adults are a "different kettle of fish" in many respects. As a group they differ from children in respect to their experience, expectations, patience, attitudes towards learning, available study time, and motivations.

As different as your ABE students may be from each other, some generalizations can be made about them as adult learners. Perhaps most important, your ABE students attend your classes voluntarily; they don't have to be there. Although they return to school for many reasons, they all believe the educational experience will improve their lives. School is, however, not usually the central activity of their lives.

Adult students may have been out of school for years and be uneasy about returning to the discipline of learning. Many have had almost no formal education. On the basis of their past histories, some students are afraid of school, suspicious of teachers and administrators, and not at all confident that they can perform adequately.

Another general characteristic of adult students is that they don't leave their various problems and concerns outside the classroom. There are many conflicting demands on their time, and school is typically a very part-time involvement.

Adults do not learn what is not of interest to them; they need to see the point of what they're doing. Adults don't focus well when things are too easy, and they don't learn what's too hard for them. Adults need to feel productive and successful--they tend to stop trying when they experience failure. Because ABE students often return to school with considerable personal insecurity, they tend to lose confidence easily.

Adults like to be comfortable, in all ways. They like variety and dislike being bored. Generally, adults like to talk and to participate together in learning activities. There is strength in numbers and reassurance in the presence of others with similar needs. ABE students are both competent and not, helpless and yet experienced and capable; these discrepancies are the source of repeated frustration.

Based on these general characteristics of adult students, some general principles can be stated which apply to the effective teaching and learning of adults.

First, adults must want to be students; they must be motivated to begin their studies and to sustain the commitment to remedial learning. They must see immediate benefits to themselves. Adult students want and expect specific, concrete, practical, lifelike situations and subject matter adapted to their individual needs, interests, experience, ability, and objectives.

Adults expect to enjoy their classroom experience and to participate actively in classroom activities. They want to do and not just be done to. Adults, and children too, learn best when teachers show personal interest in them. They require a comfortable physical and social environment. Because adults learn best when their several senses are involved, teachers should choose a variety of methods that make a special contribution to the learning process.

Perhaps most important, adult students need to be regarded as total persons, not simply in respect to their particular learning needs. They bring their whole selves to the classroom, complete with miseries, delights and aspirations. Although you can't make their lives perfect, you <u>can</u> facilitate their growth and development along a number of dimensions.

Your work is important.

APPLICATIONS

Is it possible that our society runs on paper? From job applications to rental contracts to income tax, applications and forms must be completed if the business of the world is to happen. Since there appears to be no way to avoid dealing with forms, adults must learn to cope with them comfortably. If they cannot complete applications, adults may be denied desired institution or agency services. Using actual examples of these forms in the ABE classroom can serve the functions of developing both general reading skills and the more specific competencies required for completing all varieties of paperwork.

One problem associated with forms is that they are often complicated and difficult to read because their type is small. Another difficulty is that particular words used in forms are frequently unfamiliar to adults. A third related problem is that forms look worse than they are; they intimidate and generate anxiety even in people who have experience and can read and understand the words.

Applications and forms from a variety of sources can be gathered by you and your students. These papers are free and available in quantity. Local government offices have tax forms, hunting and fishing license applications, passport applications, requests for copies of birth certificates, and marriage license applications. Physicians' offices have health history forms, appointment cards, and insurance forms. State employment offices have withholding exemption applications, social security applications, unemployment compensation forms, and job application forms. Welfare offices have applications for food stamps and for general benefits.

More: the post office has change of address forms. customer service cards, and money order blanks. Magazines offer subscription forms and coupons to be mailed for information or products. The division of motor vehicles has license applications and change of car title forms. Sales catalogs and retail stores have applications for charge accounts. Banks have applications for checking accounts, savings accounts, and loans. Employers have job applications; libraries have library card applications; churches have visitor information cards in the pews. Forms are available everywhere: they connect people and services, people and people, and people and institutions. The list we've provided is only a sample.

Students can be encouraged to collect forms which they personally need to complete. Using materials that have direct relevance to your students' lives should increase their interest in class sessions. Although the following pages deal with specific forms and applications, the teaching ideas suggested can be used with many other examples as well. We cannot overstress the importance of matching the material used with the specific needs of students. A passport application may be the very thing

Find out if the Air Force can help you reach your goals in life.

Please send me further information on Air Force opportunities. I understand there is no obligation.

XYY

NAME / SSAN _____

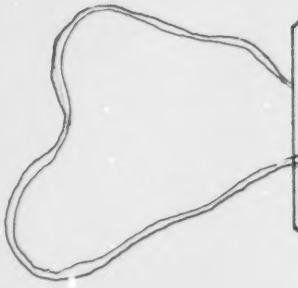
(PLEASE PRINT)

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE _____ AGE _____

☆NPS 74-17



PROPERTY OF

NAME _____

STREET _____

CITY _____ STATE _____

THIS IS NOT A BAGGAGE CLAIM CHECK

Form B-5 (c. /4) Printed in U.S.A.

NAME	Print or Type—Last Name, First Name, Middle Initial	New Area Code and Telephone No.
OLD ADDRESS	No. and Street, Apt., Suite, P.O. Box or R.R. No. (In care of) Post Office, State and ZIP Code	
NEW ADDRESS	No. and Street, Apt., Suite, P.O. Box or R.R. No. (In care of) Post Office, State and ZIP Code	
SIGN HERE		Effective Date

PS Form 3573
Jan. 1973

COMPLETE OTHER SIDE

that an emmigrating student needs, but obviously this is a specialized need. Your students will tell you -- or bring you -- those forms they need to manage in order to get on with their lives.

Students can share the work forms associated with their jobs, which could additionally build awareness of other occupations. Where interest exists, the completion of a specific work form can be taught to the class as a whole. Some possibilities are sales tax, sales slips, fabric conversion charts, work orders, price lists, inventory records, and order blanks.

Students -- or any other brand of people, no matter how competent -- are unlikely ever to enjoy the task of completing forms, but there is no practical way to avoid the experience. It is hoped that you can help your students function better by enhancing their specific reading and writing skills and by increasing confidence in their ability to provide information requested.

EMPLOYMENT APPLICATION

PERSONAL INFORMATION: Date Social Security No.

Name Age Sex

Last First Middle

Present Address

Street City State

Permanent Address

Street City State

Phone No. Own Home Rent Board

Date of Birth Height Weight

(1) PRESENT OR LAST POSITION

Place (City) (State)

From (Month) 19 (Year) to (Month) 19 (Year)

Name of employing firm (or owner)

Address

Kind of business or organization

Number and class of employees you supervised

Exact title of your position Salary: Starting, $

Per Final, $

Full-time Part-time If part-time, number of hours per week

Duties and responsibilities

Name and title of your immediate supervisor

Reason for leaving

EDUCATION:	Name and Location of School	Years Attended	Date Graduated	Certificate
Grammar School				
High School				
College				
Trade, Business, or Correspondence School				

17. PERSONAL REFERENCES — Do not list former employers or relatives.

NAME	ADDRESS	PHONE	OCCUPATION

FORMER EMPLOYMENT: (List last four employers. Give the last one first.)

Date, Month and Year	Name and Address of Employer	Salary	Position	Why did you leave?
From				
To				
From				
To				
From				
To				
From				
To				

Job Application

You might want to start a collection of job application forms from institutions, agencies, industries, and businesses in your area. There are a tremendous variety of such forms, and your ABE students can profit much from familiarity with the features common to many of them.

An ABE student, or any one of us, undoubtedly feels some apprehension when applying for a new and necessary job. We can hopefully reduce some of this anxiety by helping students prepare in advance for the written questions that require answers. We can go further and offer simulated practice in answering oral interview questions and in developing appropriate work behaviors and attitudes that are conducive to success and satisfaction in work life.

- -Ask students to bring copies of employment applications from their various work settings, if possible. Collect job applications from all sources possible, such as City Hall, hospitals, businesses, banks, and schools in your area.

- -Compile a list of words frequently used on job applications. Use lists to help students understand the meaning of each term. You may want to give each student a different form and have the class build vocabulary lists in various categories, such as all words indicating marital status or all words relating to employment.

- -Review the various sections of job applications with students. Help them prepare their own responses to the information requested.

- -Help students complete a job application form, preferably one which is closely related to jobs in which they might actually have an interest.

- -Give students assistance in compiling a list of references. A creative exercise might be to have students write a letter of reference for themselves. Many of us have a difficult time identifying our own strengths, and this activity may be helpful in focusing on attributes rather than on deficiencies.

- -Invite a representative from a major industry or from the state employment office to speak to the class. The topic might be what common mistakes on applications keep people from getting jobs. Better yet, the topic could grow from students' own specific concerns.

- -Teach letter-writing style to be used in answering ads or as an accompaniment to job application forms.

- and more and more and more and more and more and more

ACTUAL FORM

ID: CN:

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 *Print* FULL NAME YOU WILL USE IN WORK OR BUSINESS *(First Name)* *(Middle Name or Initial—if none, draw line ____)* *(Last Name)*

2 *Print* FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH *(City)* *(County if known)* *(State)*

4 MOTHER'S FULL NAME AT HER BIRTH *(Her maiden name)*

5 FATHER'S FULL NAME *(Regardless of whether living or dead)*

6 YOUR DATE OF BIRTH *(Month)* *(Day)* *(Year)*

7 YOUR PRESENT AGE *(Age on last birthday)*

8 YOUR SEX ☐ MALE ☐ FEMALE

9 YOUR COLOR OR RACE ☐ WHITE ☐ NEGRO ☐ OTHER

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? ☐ NO ☐ DON'T KNOW ☐ YES (If "Yes" Print **State** in which you applied and **Date** you applied and **Social Security Number** if known)

11 YOUR MAILING ADDRESS *(Number and Street, Apt. No., P.O. Box, or Rural Route)* *(City)* *(State)* *(Zip Code)*

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE *(Do Not Print)*

Form **SS-5** (9-75) ☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUE) Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

SIMPLIFIED VERSION

Name _____
first middle last

. . . . . .

Place of Birth
_____ Date of Birth _____
City County State

Present Age _____

Mother's maiden name _____ Your Sex _____

Father's name _____ Your Race _____

. . . . . .

Mailing Address _____

Today's date _____ . . . . . .

Your telephone number _____ Signature _____

Social Security

Some advice: try simplifying especially complicated forms before having students attempt to complete actual ones. Students tend to be overwhelmed by the small print and complex designs of many applications. Inevitably and eventually it will be important to study the actual form closely with your students for any details and contingencies that might apply to them. The example on the opposite page shows a simplified version of the social security application; dotted lines indicate major omissions.

- Have students complete simplified form first and then transfer information to the actual form.

- Examine with students the differences between the actual form and the simplified form. Which details have been omitted?

- Identify with students the sets of words that give directions.

- Give students assistance in reading and interpreting fine print. Have students explain what line #14 is saying. Define the key words "falsify," "identity," "furnishes," and "subject" as they are used in this long sentence.

- Have students examine their own social security cards. What information is on them? What does a person do about a stolen or lost card?

- Engage students in a discussion of what social security is, how it is paid for, what benefits it has for society and for individuals, what objections some people have to it, and the legal and illegal uses of social security numbers.

- Invite a representative of the social service agency to speak to your class; help students prepare questions in advance to ask the speaker.

- Gather pamphlets explaining various social security benefits from the state employment agency or social service agency in your area.

- Use material related to social security applications for further learning. Such materials include requests for change in social security application, paycheck deductions, pension plans, and medicaid/medicare information.

- Indicate which lines require signature and which require printing; have students practice both.

VIRGINIA VOTER REGISTRATION APPLICATION

PLEASE PRINT or TYPE MARRIED WOMAN MUST USE MAIDEN NAME AS MIDDLE NAME

NAME OF APPLICANT			SOCIAL SECURITY NUMBER
LAST NAME	FIRST NAME	MIDDLE / MAIDEN NAME	

DATE OF BIRTH			SEX	AGE	PLACE OF BIRTH		PREVIOUS REGISTRATION INFORMATION PLACE		YEAR
MONTH	DAY	YEAR			CITY OR COUNTY	STATE	CITY/COUNTY	STATE	

PRESENT ADDRESS AND PLACE OF ABODE			
HOUSE NO. OR ROUTE NO. AND STREET NAME OR RURAL BOX	APARTMENT NO. OR ADDITIONAL ADDRESS	CITY OR TOWN	ZIP CODE
		VA.	

DATE OF RESIDENCE IN PRECINCT			MARITAL STATUS	OCCUPATION	HAVE YOU EVER BEEN CONVICTED OF A FELONY?	HAVE YOU EVER BEEN ADJUDICATED TO BE MENTALLY INCOMPETENT?	IF DISABILITIES HAVE BEEN REMOVED GIVE DATE OF CERTIFICATE			
MONTH	DAY	YEAR						MONTH	DAY	YEAR

REGISTRATION OATH: I DO SOLEMNLY SWEAR (OR AFFIRM) THAT I AM A CITIZEN OF THE UNITED STATES, A RESIDENT OF VIRGINIA, QUALIFIED AND ENTITLED UNDER THE CONSTITUTION AND LAWS OF THE COMMONWEALTH OF VIRGINIA TO REGISTER TO VOTE AND THAT THE INFORMATION GIVEN ABOVE IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

SIGNATURE OF APPLICANT

SUBSCRIBED AND SWORN TO BEFORE ME THIS_____ DAY OF_____ 19____ SIGNATURE OF REGISTRAR

REGISTRARS USE ONLY

DATE OF REGISTRATION			TOWN CODE	PCT CODE	PRECINCT NAME	DENIAL IF APPLICABLE			
MONTH	DAY	YEAR				MONTH	DAY	YEAR	REASON

VIRGINIA VOTER REGISTRATION APPLICATION	LAST NAME	FIRST NAME	MIDDLE OR MAIDEN NAME	

Virginia	name	security	city	best	been	applicant	constitution
voter	middle	number	county	knowledge	convicted	reason	laws
registration	applicant	date	state	before	felony	solemnly	commonwealth
application	last	previous	house	precinct	adjudicated	swear	register
please	first	birth	route	applicable	be	affirm	vote
print	town	sex	and	zip	mentally	that	given
type	correct	age	street	code	incompetent	citizen	above
married	sworn	place	rural	residence	disabilities	United States	this
woman	subscribed	information	box	marital	removed	resident	true
must	registrar	year	apartment	status	give	qualified	signature
use	denial	month	additional	have	certificate	entitled	only
maiden	social	day	address	ever	oath	under	occupation

Voter Registration

It may be that some of your students don't vote because they think the process of registering is more complicated than it is. Others may doubt their ability to complete required forms. Familiarity, in this case as in others, breeds not contempt but confidence.

Have students discuss the purpose of this form:
- -Who can and who cannot vote?
- -How do you vote?
- -Where do you vote?
- -When do you vote?
- -Why do people vote? Should people vote? What happens if they don't?
- -Which officials are elected?
- -How does one decide for whom to vote?
- -Does completing the voter registration obligate you in any way?

Use words from list:
- -In sentences.
- -For alphabetizing.
- -For word attack skills.
- -For reading practice.
- -For defining (NOTE: Dictionary definitions of some of these words may not give the proper meaning for purposes of this form. Work with students for understanding of the specialized meanings.)

Teach students the steps to follow in completing forms:
- -Look over entire form.
- -Complete those items first which are most easily answered.
- -Use good handwriting and correct spelling.
- -Study items that are not clear; request help.
- -Review all information.
- -Sign form.

Engage students in a discussion of what a signature means:
- -What is the difference between printing and signing your name?
- -What obligations does a person assume by signing his or her name?
- -What is a notarized signature and when is it needed?
- -What is a witnessed signature and when is it needed?

PERSONAL DATA SHEET

Name: _____ Phone Number: _____

Address: _____ Birthdate: _____

Social Security Number: _____ Citizenship: _____

Marital Status: _____ Height: _____ Weight: _____

Dependents: _____

Current Occupation: _____

Current Employer: _____

Address: _____

Previous Job Experience:

Company	Address	Job Held	Dates

Education:

School	Address	Grade Completed	Dates

References:

Name	Title	Address

Military History:

Service	Dates	Nature of Discharge

Personal Data Sheet

We can help build competence and confidence in ABE students by helping them prepare personal information sheets. Since many forms and applications request the same basic information, students who have a personal data sheet can refer to that material without having to rethink each new request for answers. Encourage beginning level students to take their forms with them whenever they apply for anything. If students are agreeable to sharing the information on their personal information sheets, these sheets in themselves can be learning catalysts.

- -Have students complete personal data sheets.

- -Compile a class directory from the information sheets of class members.

- -Use personal information sheets of class members to alphabetize names; locate addresses on a city map; put ages in order and add; and count people according to categories of sex and occupation.

- -Expand items on personal data sheet to include additional information needed for specific purposes. Many job applications require details of former employment such as salary, exact job duties, machines used, and reason for leaving. Health history information is often requested, and employment goals are sometimes asked. Credit applications require information on bank accounts, outstanding loans, and existing credit account numbers and balances.

- -Isolate the vocabulary used on several different forms. Teach students the meaning of each word, and also use words in vocabulary drill and spelling and for teaching word attack skills.

- -Discuss with students the meaning of a signature and its importance in representing an individual and his promise or approval. Help students develop awareness of the need to understand the documents they sign. Suggest sources of help or advice they might consult before making transactions which could involve them in liabilities they have not fully understood. Provide students with practice in signing their names so they can accomplish this easily and confidently.

BROCHURES

The great value of using brochures or pamphlets as teaching resources is that they are "real world" materials written specifically for adults. Almost any interest that an ABE student has can be matched with brochures selling or explaining something related to that interest.

You should have no trouble collecting a wide range of brochures that deal with topics such as gardening, rifles, politics, cars, hunting laws, social security, safety, religion, air pollution, insurance, parenting, travel, savings programs, career opportunities, health information, retirement, nutrition, military service, home decorating, dressmaking patterns, legal rights, buying advice, self-defense, furniture repair and refinishing, appliance care, camping, and highway laws. Most of these materials are available free and in multiple copies in hardware stores, department stores, specialty shops, agencies, banks, doctors' offices, local government offices, restaurants, churches and Extension offices.

Many brochures are, of course, product advertisements. Certainly we are not recommending that you as an ABE teacher promote any specific products, but whatever their original intentions, brochures, pamphlets, and booklets can be useful as practice material in reading and computation as well as in many different kinds of consumer education discussions.

Use brochures as student reading material if they have high motivational interest for your adults. You can develop specific exercise pages using brochure material just as if it were conventional textbook writing: individual words can be isolated as examples for phonetic and word attack skills; vocabulary can be used for practice in spelling, handwriting, and defining words; content can be used for comprehension skills such as reading for main ideas and details. Pictures, directions, and charts, as well as any and all other parts of the content of brochures, can be used in a multitude of ways, some of which are suggested in later parts of this book.

There are some potential difficulties in using brochures; we mention just a few: reading level may not be appropriate to student skills; they often contain propaganda, particularly in product advertisements; they may project a particularly materialistic middle-class bias.

While brochures can be adapted for use with beginning level students, they are better suited to students approaching higher levels of reading skill. Obviously they are only useful if they have high relevance and interest to students. You should find many brochures and pamphlets that meet these criteria.

Home Fire Safety

if you want to give up cigarettes

DOLLARS AND SENSE

THERE IS A LAW IN VIRGINIA

PUBLIC SAFETY OFFICERS

Becoming a parent

FOOD and Your WEIGHT

In the market for a lawn and garden tractor?

Interior and Exterior Paints

SUMMARY OF VIRGINIA GAME LAWS

A woman's guide to social security

1977 Ford Pinto

Brochures

Try using miscellaneous brochures with your ABE students in some of the following ways, but don't stop with these suggestions:

Brochures can be rewritten:
- -simplify material by shortening sentences.
- -simplify material by substituting one or two syllable words with similar meanings for multiple syllable words.
- -paraphrase material.

Brochures can be used as disposable texts:
- -cut out key words for vocabulary cards.
- -cut out paragraphs and mount on tag board for lessons emphasizing particular skills.
- -have students mark individual words starting with a particular sound, words for which meaning is not known, words with prefixes, plural words, and on and on.

Brochures have sentences which can be numbered:
- -for reading speed practice.
- -to have students locate answers.
- -for making references to material.

Brochures can be read for information:
- -have students identify main ideas of the whole brochure, a section, or a paragraph.
- -have students read for details.
- -have students read directions and follow the steps given.
- -have students read a section and paraphrase the content, orally or in writing.

Brochures can be used for class discussion:
- -ask students for their knowledge on a topic.
- -ask students for their opinion, advice, or feelings on a topic.
- -expand information in a brochure to related coping skills.

Brochures can be used for writing practice:
- -have students write material for a short pamphlet on a given topic.
- -have students write descriptions of products.
- -have students write captions for illustrations.
- -have students use addresses given on brochures for letters requesting information.
- -remove the detachable cards found in some brochures and give students practice in filling out the requested name and address information.

OLD
NEW
SIGNAL AHEAD
CATTLE CROSSING
PEDESTRIAN CROSSING
DEER CROSSING
MERGING TRAFFIC
MEN WORKING

NO RIGHT TURN

NO U TURN

KEEP RIGHT

PASS WITH CAUTION

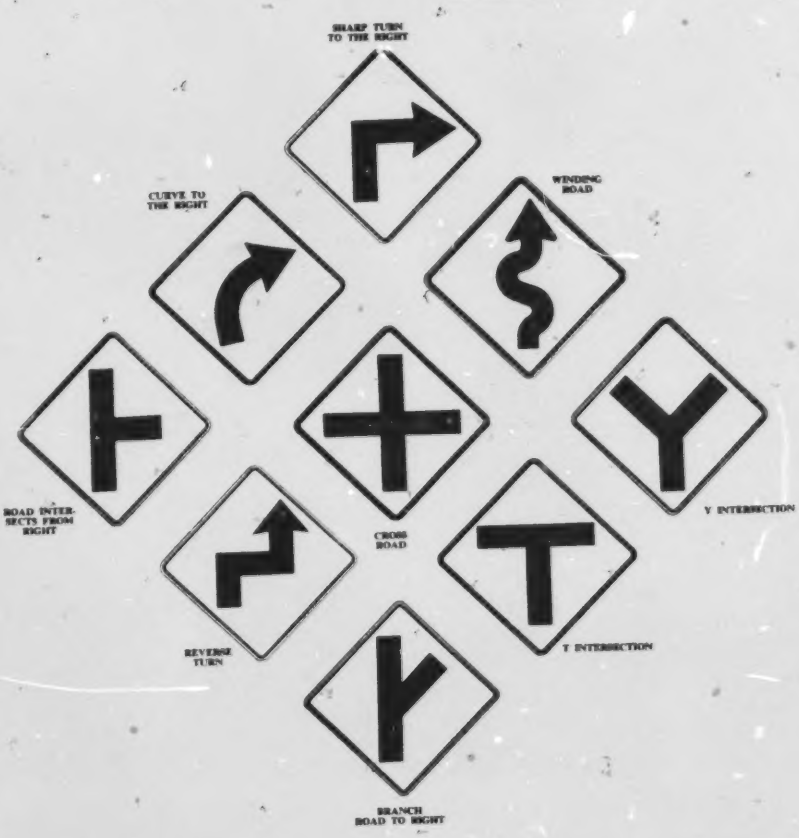
SPEED LIMIT 55

LEFT LANE MUST TURN LEFT

TRUCKS 40

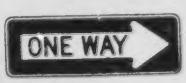
NO HITCH HIKING

NO TURNS


SHARP TURN TO THE RIGHT
CURVE TO THE RIGHT
WINDING ROAD
ROAD INTERSECTS FROM RIGHT
CROSS ROAD
Y INTERSECTION
REVERSE TURN
T INTERSECTION
BRANCH ROAD TO RIGHT

ONE WAY

ONE WAY


ONE WAY

OLD
NEW
SLIPPERY WHEN WET
HILL
LOW CLEARANCE
12-6
DIVIDED HIGHWAY ENDS
DIVIDED HIGHWAY
DETOUR

Driver's Manual

An example of a brochure that can be used to teach both general reading skills and a very crucial and specific coping skill is the driver's manual. Without being able to read and understand the manual sufficiently well to be able to pass the driver's license examination, an adult is severely handicapped in his functioning. The driver's manual is small, free, important, and has all of the advantages of a well-printed commercial publication. It is available at any local branch office of the Division of Motor Vehicles.

The driver's manual can be used in a multitude of ways, some of which have been suggested in the preceding general discussion of brochures. However, use this brochure primarily for its specific content. This is a publication that needs to be read with understanding of both main ideas and details. You may want to develop a series of worksheets that would give students practice in these reading skills.

Many adult students with only limited reading ability are greatly motivated to understand the driver's manual, but they become easily discouraged by the complexity of the text. You can minimize this frustration by starting these students on regulatory signs, a section of the manual in which words are large and sparsely scattered on the page. Another strategy for minimizing student frustration is to move step by step through the booklet, explaining in paraphrase the meaning of each section of content.

The manual can also be used to good advantage in providing practice in test taking, an important coping skill. At the end of the booklet are a number of test questions; these can be used, as written, or you can devise a simpler version of the questions to help your students gain confidence in their ability to take and pass the actual driver's license test. We have found it helpful to talk with motor vehicle department examiners for suggestions on helping students with low reading ability. In some localities, it is possible to have the questions read by the examiner to the test-taker; in this case, the student's reading ability is not so crucial as are his/her listening skills and understanding of the material.

The use of the driver's manual is not limited to preparation for the driver's license exam. The manual can be used for interpretation of symbols; for discussions on law enforcement, citizen responsibility, and safety; and for general reading practice. The driver's license application form can provide useful practice in following instructions and completing forms.

7. RIGHT-OF-WAY RULES

—**The Right-of-Way General Rule** says that when two vehicles enter an unmarked intersection at approximately the same time, the vehicle on the left must yield the right-of-way to the vehicle on the right and allow the vehicle on the right to continue. At traffic circles, vehicles already in the circle have the right-of-way over vehicles coming to and entering the circle. The Right-of-Way Rules do *not* relieve a driver of the duty to try to avoid an accident.

—**Right-of-Way Rule Governing Vehicles Making a Left Turn.** A vehicle intending to turn left must yield the right-of-way to an approaching vehicle close enough to be a hazard. This does not apply where automatic signal devices specifically control the flow of traffic.

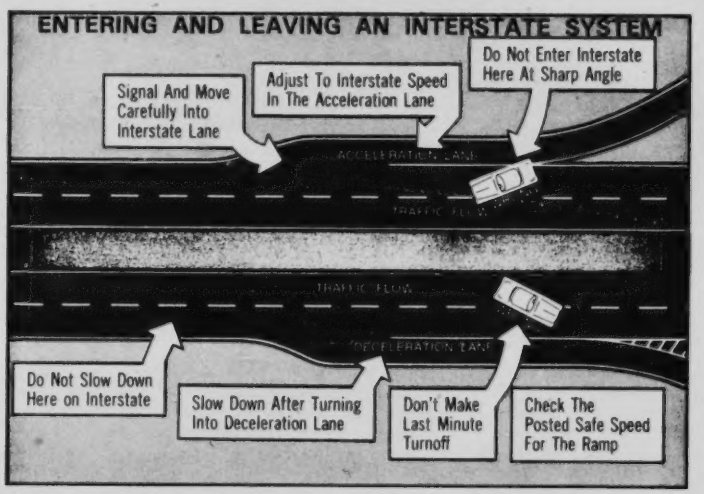
—**Right-of-Way of Approaching Police or Fire Fighting Vehicles, Rescue Vehicles or Ambulances.** On the approach of a vehicle giving an audible signal by siren, exhaust whistle, or air horn, the driver of every other vehicle must immediately:

- Drive to a position parallel to, and as near as possible to the right pavement edge or curb;
- Clear any intersection;
- Stop and remain stopped, unless otherwise directed by a police officer, until all emergency vehicles have passed. passed.

—**Right-of-Way Rule Governing Vehicles Entering a Public Street, Highway or Crossing a Sidewalk from a Private Road or Driveway.**

- Stop immediately before entering a public street, highway, or crossing a sidewalk.
- Yield the right-of-way to all on-coming vehicles or pedestrians on public sidewalks.

—**Right-of-Way When Entering a State Highway or an Interstate Highway System.** A vehicle entering a highway must yield the right-of-way to on-coming traffic. The diagram below shows instructions on entering and leaving an interstate highway.


ENTERING AND LEAVING AN INTERSTATE SYSTEM
Signal And Move Carefully Into Interstate Lane
Adjust To Interstate Speed In The Acceleration Lane
Do Not Enter Interstate Here At Sharp Angle
ACCELERATION LANE
TRAFFIC FLOW
TRAFFIC FLOW
DECELERATION LANE
Do Not Slow Down Here on Interstate
Slow Down After Turning Into Deceleration Lane
Don't Make Last Minute Turnoff
Check The Posted Safe Speed For The Ramp

8. SAFE DRIVING PRACTICES

—**Changing Lanes.** Lane changing is an important part of driving. Drivers change lanes to pass another vehicle or to get into the proper lane to make a turn. If you desire to change lanes:

- Check your mirrors to be sure the way is clear. Check the *blind spots* behind your car by glancing over your shoulder towards the lane you want to enter.
- Use hand or light signals to let others know you are changing lanes.

Driver's Manual

Consider using these kinds of activities and exercises with your students:

Word Attack Skills:

-Have students find the two short words that make up these words:

driveway	crosswalk
highway	without
sidewalk	otherwise

-Help students with long words by encouraging them to break them into syllables:

pedestrian	intersection	approximately
ambulance	approaching	audible
determining	immediately	governing
uncontrolled	automatic	emergency

Vocabulary:

-List any words whose meaning is unclear.

-Use a dictionary or another person to help you define these words. Write the words and their meanings on word cards.

Reading for Main Idea:

-What is the main topic of this page?

-What other subjects are important here?

Reading for Details:

-Who has the right-of-way at a corner with no street lights or stop signs?

-Under what conditions does a driver give up the right-of-way which ought to be his?

-How do you identify a blind pedestrian?

-If a police officer signals you to go when a traffic light is red, which do you obey?

-What are the three things to be done if an emergency vehicle is approaching with its siren on?

Reading for Understanding:

-Many of the sentences used on this page are difficult to understand. The first paragraph talks of two right-of-way situations. Draw a diagram for each of the situations to show which car has the right-of-way.

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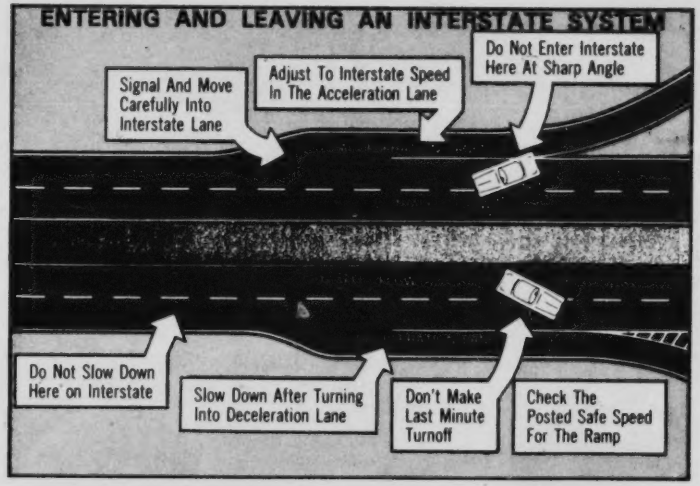
ENTERING AND LEAVING AN INTERSTATE SYSTEM
Signal And Move Carefully Into Interstate Lane
Adjust To Interstate Speed In The Acceleration Lane
Do Not Enter Interstate Here At Sharp Angle
Do Not Slow Down Here on Interstate
Slow Down After Turning Into Deceleration Lane
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- Check your mirrors to be sure the way is clear. Check the *blind spots* behind your car by glancing over your shoulder towards the lane you want to enter.
- Use hand or light signals to let others know you are changing lanes.

-Rewrite the first sentence from the section "Right-of-Way Governing Pedestrians" into several shorter sentences.

-Write a paragraph to explain the information shown in the illustration.

-Write test questions covering this material for other students; answer questions written by them.

Reading for Implications:

-Why is the information on this page important?

-Discuss with classmates the necessity and nuisance of traffic laws.

CALENDARS

Calendars are so ordinary, familiar, and everywhere that ABE teachers often neglect them as teaching resources. There are a number of skills that can be taught from them, including the relatively straightforward skills of word and number recognition and the less concrete skills of time management. Even goal-setting discussions and activities can be stimulated by the presence of a commonplace calendar. As teaching/learning devices, calendars have the virtues of many other paper materials recommended in this book: they are usually available in multiple copies without cost; they are often attractive; and they can be read, marked, cut, and used to suit your teaching purpose.

Calendars lend themselves well to building confidence in beginning level students. You can point to the days of the week and the months as words that students already have in their speech vocabularies and, most likely, in their reading vocabularies as well. Students can see the progression of days and realize they already read numbers.

For higher level students, the additional words on many free calendars -- quotations, Bible verses, and advertising -- can be used for vocabulary expansion. Higher level math processes of multiplying and dividing can utilize numbers on calendars to build examples. Set theory with a base of seven can be illustrated and practiced.

Calendar illustrations can be useful stimuli in ABE work. Students can be involved in describing orally or in writing particularly appealing pictures.

Calendars lead logically into discussions of the use of time. They can be used in conjunction with clocks or with science units on seasons. Discussion of the concepts of personal time, biological time, and historical time can all start with calendars as catalysts.

LAST MONTH

1976 October 1976

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

1976 NOVEMBER 1976

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

NEXT MONTH

1976 December 1976

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

WEDNESDAY **24** NOVEMBER

DECEMBER **4** SUNDAY

DECEMBER **5** MONDAY

DECEMBER **6** TUESDAY

DECEMBER **7** WEDNESDAY

DECEMBER **8** THURSDAY

DECEMBER **9** FRIDA

1976

FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7		1	2	3	4	5	6
8	9	10	11	12	13	14	7	8	9	10	11	12	13
15	16	17	18	19	20	21	14	15	16	17	18	19	20
22	23	24	25	26	27	28	21	22	23	24	25	26	27
29							28	29	30	31			

MAY							JUNE						
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23 30	24 31	25	26	27	28	29	27	28	29	30			

AUGUST							SEPTEMBER						
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30		

NOVEMBER							DECEMBER						
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

1977

JANUARY							FEBRUARY						
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23 30	24 31	25	26	27	28	29	27	28					

MARCH							APRIL						
						1						1	2
2	3	4	5	6	7	8	3	4	5	6	7	8	9
9	10	11	12	13	14	15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	17	18	19	20	21	22	23
23 30	24 31	25	26	27	28	29	24	25	26	27	28	29	30

MAY							JUNE						
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30		

JULY							AUGUST						
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24 31	25	26	27	28	29	30	28	29	30	31			

SEPTEMBER							OCTOBER						
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23 30	24 31	25	26	27	28	29

NOVEMBER							DECEMBER						
		1	2	3	4	5					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30	31			25	26	27	28	29	30	31

1978

JANUARY							FEBRUARY						
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28				

MARCH							APRIL						
						1							1
2	3	4	5	6	7	8	2	3	4	5	6	7	8
9	10	11	12	13	14	15	9	10	11	12	13	14	15
16	17	18	19	20	21	22	16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29	23 30	24	25	26	27	28	29

MAY							JUNE						
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	

JULY							AUGUST						
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23 30	24 31	25	26	27	28	29	27	28	29	30	31		

SEPTEMBER							OCTOBER						
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

NOVEMBER							DECEMBER						
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24 31	25	26	27	28	29	30

OCTOBER 1977

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29

MARCH

S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 1977

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 1977

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
		1	2	3	4	5
	7	8 GENERAL ELECTION DAY	9	10	11 TRADITIONAL VETERANS DAY	12

Calendars

Consider the following activities for your ABE students. You can undoubtedly think of dozens of other ideas for using calendars effectively as teaching resources.

Working with words, have students:

- -Use days of week and months for spelling practice.
- -Put days of weeks and months in alphabetical order.
- -Put days of week in chronological order.
- -Identify elements common to the spelling of months, or days: . . .uary, . . .ember, . . .day, beginning consonants.
- -Mark vowel sounds in months and days.
- -Divide names of months and days into syllables.

Working with numbers, have students:

- -Cut calendar numbers apart and put back into numerical order.
- -Start with any number and add by sevens (2+7, 23+7). Do the same process with subtraction.
- -Subtract to find how many months between the last month of the year and the second month of the year.
- -Determine how many days between two given dates.
- -Determine on which day of the week a date 45 days from today would be.
- -Divide 365 by seven.
- -Divide 28, 29, 30 or 31 by seven. How many weeks in a month?

For coping skills:

- -Discuss the historical nature of calendars and facts of calendar time -- days and months in a year, days in a week and a month, weeks in a month.
- -Why do some years have 366 days?
- -Why are months unequal in length?
- -Examine with students a variety of calendars; discuss different formats used (starting week on Sunday or Monday, Saturday and Sunday dates condensed to one space, chart versus separate pages for each week).
- -Give students practice in actual use of calendars by having them find a day from a date you give them or identify a date from a statement you give them (third Monday of September of this year).
- -Discuss with students the functions of calendars and list the various uses to which we put them. List confusions that would exist without calendars and use lists for further reading and writing practice.
- -Have students identify major national holidays. Identify which of these fall on the same date each year and which ones are celebrated on the same day of the week each year.
- -Have students identify significant dates in their own year and record them on a 12-month calendar.

TIME SCHEDULE SHEET

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6 - 7							
7 - 8							
8 - 9							
9 - 10							
10 - 11							
11 - 12							
12 - 1							
1 - 2							
2 - 3							
3 - 4							
4 - 5							
5 - 6							
6 - 7							
7 - 8							
8 - 9							
9 - 10							
10 - 11							
11 - 12							

Time Plans

Adults are time conscious in many dimensions ranging from getting to work on time to awareness of time running out. A characteristic of many undereducated adult learners is the limited time they have available for class and study after full days of work and home responsibility. Time is a problem for almost all adults, in varying ways. A small industry, time management, has developed to help people to optimize their available time. Most ABE students can profit from consideration of their personal time plans.

- Give students copies of blank time schedules like the one on the opposite page or have them design their own charts to cover one week's time. Have students complete chart in various ways:
  - the activities of each hour last week.
  - the activities of a usual week.
  - the plan for activities for next week.
  - the activities of an ideal week.

- Have students compute hourly totals for a week spent in various activities, such as eating; sleeping; transportation to and from work; work outside the home -- in general or specifically; work within the home -- in general or specifically; time spent alone; time spent with significant others; recreation; and time spent in class.

- One stereotypic pattern in our culture emphasizes education from ages five to 18 or 22, work from 18 or 22 to 65, and leisure after age 65. Consider the disadvantages of locking life into these segments. Discuss with students the problems in achieving a balance of work, leisure, and education.

- Use discussion of personal time to lead into goal-setting for the student's whole life or any shorter period of that life. Have students consider what they would like to accomplish by the end of their lives, in the next few years, and in the immediate future.

- Working from students' personal goals, help them identify those activities which are likely to lead to fulfillment of goals. Help students identify activities which are neither satisfying nor productive for them.

- Role play various situations in which someone makes unrealistic or undesirable demands on our time.

CATALOGS

A great many of the world's worldly goods can be purchased through mail order catalogs. These catalogs come in all sizes and shapes and make available a richer variety of merchandise than would be buyable in any locality. The conveniences of buying by mail are sometimes offset by ordering and returning procedures, but millions of Americans do much of their non-food shopping by mail.

Catalogs are good supplementary teaching resources: they come from the "real" world, are free and richly packed with words, numbers, and pictures. A mail order catalog is usually a colorful and slick production from the advertising world, which makes it appealing to many adults.

There are negative aspects to the use of sales catalogs in ABE. Much of the print is very small; some vocabulary is not particularly relevant for essential reading mastery; the focus of the catalog is materialistic; and the illustrations are romanticized versions of people. Hardly anyone is overweight, wears glasses or braces, or has pimples.

Catalogs serve well as resource material for consumer education, but they can be used as catalysts for many other learning purposes. Like other materials from the students' daily environment, catalogs can be useful beyond their intended purposes. Foreign-born students can be taught considerable English vocabulary by association of words and pictures. Catalog descriptions can be re-written into complete sentences for grammar exercises. The book itself can be weighed and measured; the thousands of words and numbers can be used for reading and arithmetic activities. Pictures of objects can be counted, labeled, or described. All sorts of issues can be discussed using catalog pages as stimuli: packaging, geography, raw materials, credit, styles, needs and wants, shapes, colors, budgeting, repair services, and values are only a few. The catalog can be used as a device for exploring students' interests and activities by having them identify products they use or would like to have.

It is possible that the richness of this resource could provide enough general inspiration, as well as specific examples of language and mathematics problems, to support an entire ABE curriculum. The preceding and following ideas suggest only a few possibilities for using sales catalogs. We know you have many more ideas, ideas which have the special value of being specific to <u>your</u> students' abilities, needs, and interests. Go to it!

OLD FASHIONED CANDIES

The season just wouldn't be complete without a cheerful assortment of your favorite holiday candies

(1 and 2) Our finest . . . Country Inn Hard Candies in tins

(1) Country Inn Filled Confections

Colorful assortment of sugary shells filled with nuts, jelly, jam or chocolates. Net weight 3 pounds.

ORDERING INFORMATION: Shpg. wt. each tin 4 lbs.
87 N 1503 . . . . . One tin $3.99
Price when you buy two or more tins, ea. **$3.49**

(2) Country Inn Ribbon Mixture

All-time favorite assorted hard-candy mixture. Good to look at . . . good to eat. Net weight 3 pounds.

ORDERING INFORMATION: Shpg. wt. each tin 4 lbs.
87 N 1549 . . . . . One tin $3.99
Price when you buy two or more tins, each . . . **$3.49**

Combination Set . . . Save $1

Includes one tin Filled Confections (1) plus one tin Ribbon Mix (2) above.

ORDERING INFORMATION:
87 N 1525—Shpg. wt. 8 lbs. . . . . Set $6.98

(3) Christmas Candy Boxes

Santa-design cardboard boxes to fill with candy (not incl.), each 4¼x3x1¼ in. deep. Package of 100.

ORDERING INFORMATION:
87 N 3440—Shpg. wt. 2 lbs. 8 oz. . . . . Pkg. $2.69

(4) Wrapped Hard Candy Mix

Each piece individually wrapped . . . great for stuffing stockings or filling boxes above.

ORDERING INFORMATION:
87 N 1508—3-lb. Carton. Wt. 3 lbs. 5 oz. $3.99
87 N 1506C—24-lb. Carton. Wt. 26 lbs. 27.99

(5) Coconut Bonbons

Enjoy a mouthful of these light, luscious pastel-colored confections. Each is filled with sweet, creamy coconut. Net weight of candy 4 pounds.

ORDERING INFORMATION:
87 N 1532—Shpg. wt. 4 lbs. 14 oz. . . . . Box $4.99

(6) Soft, chewy Caramels

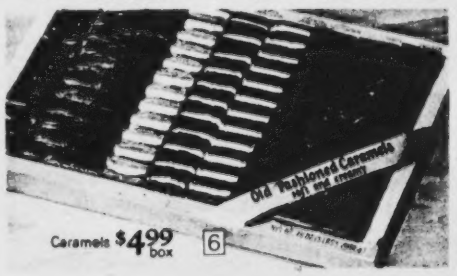
Stock your candy dishes with these old-fashioned favorites and watch them disappear. Each blended from sweet, wholesome ingredients. Each caramel is individually wrapped. Nine mouth-watering flavors: chocolate, chocolate pecan, chocolate creme center, vanilla, vanilla pecan, vanilla creme center, licorice, licorice creme center and strawberry. Net wt. 3 lbs.

ORDERING INFORMATION:
87 N 1776—Shipping weight 4 lbs. . . . . Box $4.99

(7) Penny Candy Assortment

Box of everybody's favorites including candy sticks, licorice twists, candy dots, lemon drops, pinwheels, gumdrops and more. Net weight 3 pounds.

ORDERING INFORMATION:
87 N 3434—Shpg. wt. 3 lbs. 8 oz. . . . . Box $4.99



Candy-filled Preserving Jars

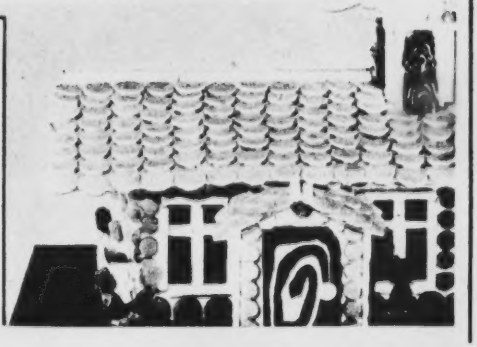
$4.99 set

Set of four old-fashioned preserving jars. Each refillable, decorative jar contains 4 ounces of a different flavor of candy: assorted fruit sparkles, Michigan mints, watermelon sparkles and peppermints.

Build this enchanting Candy House yourself with real candy

$4.99

Have lots of fun constructing this easy-to-make candy house. Kit contains framework and candies for assembly. Makes an attractive party centerpiece or room decoration. Includes both hard



Catalogs

Any page of any sales catalog -- or other written material -- is fair game for you as an ABE teacher. Sometimes the unlikeliest learning experiences can be generated from ordinary pages taken out of context. Many students will be receptive to your teaching from and with unconventional materials -- providing that they help them acquire needed skills.

For example, in (1 and 2), several opportunities present themselves for consumer information discussion, numerical calculations, and language exercises of various kinds.

Students could locate adjectives, nouns, verbs, articles, and conjunctions, and compose complete sentences starting with the fragments given in product descriptions. As we have said, isolating specialized vocabularies from any of the reading materials to which you expose your students can provide vocabulary extension and, more generally, the pleasure of finding, listing, and learning new words. The vocabulary describing candy products is obviously not a crucial one to ABE students, but many lessons can be taught using the words.

Another teaching/learning activity can start with discussion of sale values. For example, when the unit price is less with an order of two, how much is saved in the various instances? Also, what is the actual cost of the candies when shipping weight is also calculated? The student can be directed to the center pages of the catalog to find the costs associated with different weights and delivery points. The question of "real price" can be discussed, not just in relation to this example, but also more generally: when a person shops at a distant market which has some outstanding advertised values, how much does the additional transportation cost cut into his savings?

The figures on the candy page opposite could also be used in all kinds of exercises of addition, subtraction, multiplication, and (not surprisingly) division. The four jars of preserves for $4.99 suggests a simple, if not terribly exciting, problem. Consideration of fractions and wholes is clearly stimulated by illustrations (5) and (6).

2
24
3
TIMEX
8

Catalogs

In the course of this book, we encourage you to start with any "everyday everywhere" material and take full license with it, ignoring its original intention or its physical intactness. Make available materials do your bidding, even if that means making a mess of the original item. Involve students in the creative mutilation process. You might cut sales catalogs apart to reduce the amount and impact of the various items pictured. There is almost too much going on in a typical page. Another reason, illustrated on the opposite page, is that cutting illustrations from various catalogs and regrouping them can serve a number of special purposes.

- -Have the students look for similarities and differences among the illustrations. For starters, consider shapes, purposes, and materials.

- -Have students write the time shown on each clockface in different formats; 8:20, eight twenty, twenty minutes after eight (and forty minutes to nine?).

- -Have students write the Roman numerals from one to twelve. Expand from watch stimulus to complete system of Roman numerals.

- -Use time on watches for work with time zones. If it is 8:19 in Virginia, what time is it in Arizona?

- -Demonstrate time segments with clock faces. Hours, minutes and seconds are shown in illustrations, but other time measurements such a milliseconds, days, weeks, years, and decades can be discussed.

- -Use clocks and watches for discussion on comparison buying. Consider the need, use, style, features, warranties, readability, and price. Have students choose a watch and explain the reasons for their choice in writing.

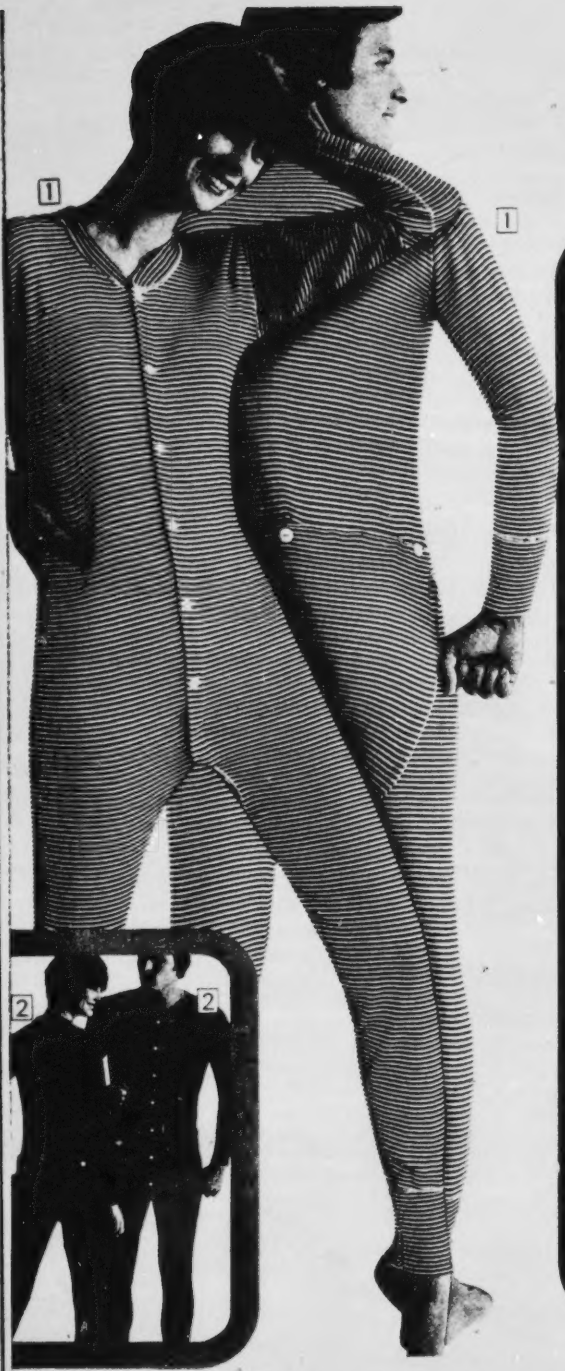
- -Have the student write in the missing digits for the three clock faces without numbers.

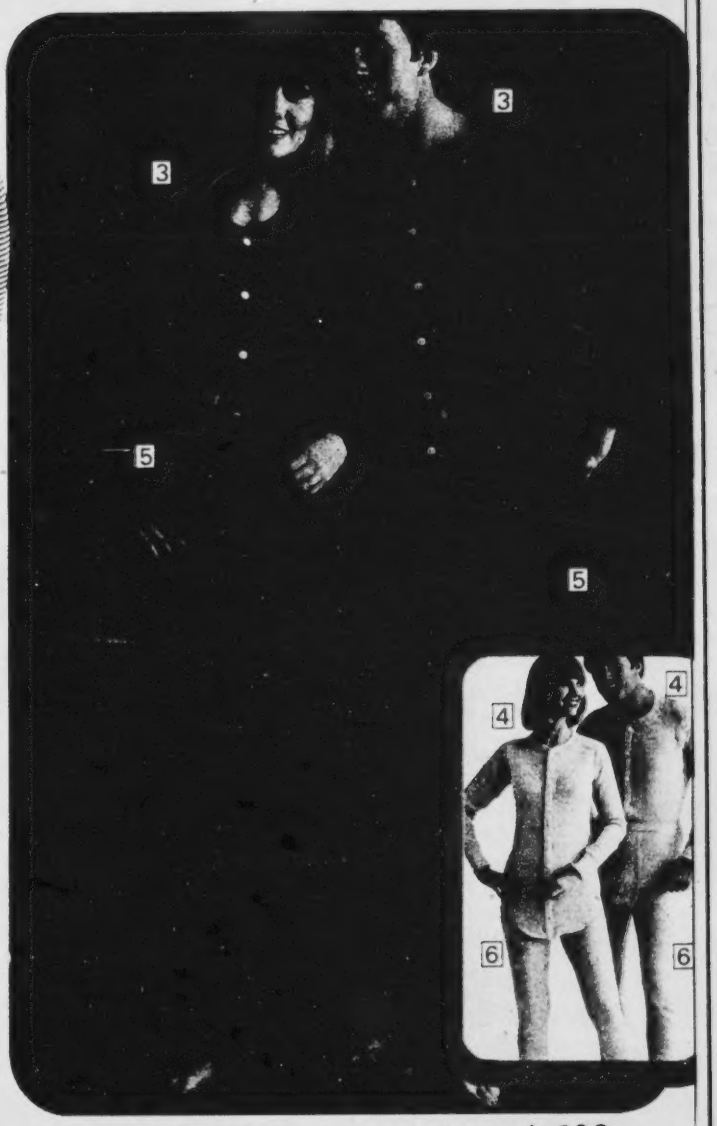
- -Use circle shapes for discussion of degrees and angles.

- -Use circle shapes for measuring circumference, diameter, and cubic inches.

Aim for cold-weather warmth . . . insulating

long underwear





(3 thru 6) The Separates Tops and Bottoms $6.00 each

(2) Drop Seat Union Suits $12.00 Navy and white stripe | $10.00 Solid red

Long-sleeved navy and white striped Union Suit of 50% polyester and 50% cotton rib knit.
DETAILING: Reinforced button panels on front and on 3-button drop seat. White buttons. 2-ply rib-knit cuffs, anklets, collarette.
Machine wash, warm; tumble dry, low.
SIZES, COLORS AND ORDERING INFORMATION:

HERS. Bust sizes S(32–34 inches); M(35–37); L(38–40). State letter size S, M, L; *not number size.* Shpg. wt. 11 oz.
38 N 58208F $12.00

HIS. Chest sizes S(34–36 in.); M(38–40); L(42–44); XL(46–48). State letter size S, M, L, XL; *not number size.* Shpg. wt. 1 lb. 3 oz.
33 N 54681F $12.00

Long-sleeved Red Union Suit of 100% cotton rib knit
DETAILING: Reinforced button panels on front and on 3-button drop seat. White buttons. 2-ply rib-knit cuffs, anklets, collarette.
Machine wash, warm by itself; line dry.

(3 and 4) Long-sleeved Undershirts with shirttail bottom
DETAILING: Rib-knit. Reinforced front button panel. 2-ply rib-knit collarette, cuffs.
SIZES, COLORS AND ORDERING INFORMATION:

HERS. Bust sizes S(32–34 inches); M(35–37); L(38–40). State letter size S, M or L; *not number size.*

HIS. Chest sizes S(34–36 inches); M(38–40); L(42–44); XL(46–48). State letter size S, M, L or XL; *not number size.*

(3) Red. 100% cotton. Machine wash, warm by itself; line dry.
38 N 58386F—HERS. Wt. 12 oz. . . $6.00
33 N 54682F—HIS. Wt. 12 oz. $6.00

(4) Blue denim-look. 50% polyester, 50% cotton. Mach. wash, warm; tumble dry, low.
38 N 58388F—HERS. Wt. 9 oz. . . . $6.00
33 N 54684F—HIS. Wt. 12 oz. $6.00

(5 and 6) Ankle-length Drawers with full elastic waistband.
DETAILING: Rib-knit. 2-ply rib-knit anklet; double-fabric fly on men's.
SIZES, COLORS AND ORDERING INFORMATION:

HERS. Hip sizes S(34–36 inches); M(37–39); L(40–42). State letter size S, M, or L; *not number size.*

HIS. Waist sizes S(30–32); M(34–36); L(38–40); XL(42–44). State letter size S, M, L or XL; *not number size.*

Catalogs

The case for an occasional whimsical focus in your ABE curriculum is about to be made. Sometimes students respond with relief and delight to some modestly outlandish learning activity of your suggestion.

The page opposite is a good example: long underwear almost always elicits smiles or related symptoms in a wide range of adults. Making this particular catalog page a catalyst for learning may increase -- at least temporarily -- students' concentration. At least it's fun. Consider the following relatively sober exercises only as examples of how you can (might, could, would not) make much of very little.

- -Locate compound words and divide them into their two parts (undershirts, shirttail, waistband, underwear).
- -Find all the words with double or more meanings (bust, chest, drawers, fly, union, navy, rib).
- -How many sets of two's are there?
- -As you look at both bottoms (illustration 6), calculate how much difference there is in weight.
- -Write the page number in words.
- -What shapes can you see here?
- -What are two other ways of saying, or writing, 100%; 50%?
- -If you order one of each top and bottom on the page, what would the total be?
- -If you add the weights of each top and bottom, how many ounces would that be? Pounds?
- -What abbreviations are found on this page?
- -Check the center pages and figure how much the total cost would be for all the tops and bottoms on page 221 if the shipping costs were also included?
- -What percent of the total cost of all the illustrated sets of long underwear would be accounted for by the shipping costs? This exercise gives the group an opportunity to talk about the real costs of comparable items after transportation and/or shipping costs are calculated. The relative convenience and cost of buying by mail or in person could be discussed.

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YOU CAN GET A PROPER FIT WHEN YOU FOLLOW THESE INSTRUCTIONS

A While seated, place left stocking foot on a sheet of paper. Hold thin cardboard against end of longest toe. Draw pencil line along outside edge of cardboard.

B Without moving foot, hold cardboard vertically against widest part of *inside* of foot. Draw a pencil line against the outside edge of cardboard.

C Without moving your foot, hold the cardboard vertically against the back of your heel. Draw a pencil line along the outside edge of the cardboard.

D Finally, without moving foot, hold cardboard vertically against widest outside edge of foot. Draw a pencil line against outside edge of cardboard.

Wards Transportation and Handling Charges

SHIPPING WEIGHT OF ORDER	Local Zone	Postal Zones 1 & 2	Postal Zone 3	Postal Zone 4	Postal Zone 5	Postal Zone 6	Postal Zone 7	Postal Zone 8
1 oz. to 8 oz.	.53	.53	.53	.53	.53	.53	.53	.53
9 oz. to 15.9 oz.	.85	.97	.97	.97	.97	.97	.97	.97
1 lb. to 2 lbs.	.85	.99	1.02	1.14	1.27	1.41	1.54	1.63
2 lbs. 1 oz. to 3 lbs.	.90	1.07	1.12	1.27	1.42	1.61	1.79	1.91
3 lbs. 1 oz. to 4 lbs.	.95	1.14	1.21	1.38	1.56	1.79	2.02	2.20
4 lbs. 1 oz. to 5 lbs.	1.00	1.22	1.31	1.50	1.72	1.99	2.27	2.49
5 lbs. 1 oz. to 6 lbs.	1.05	1.30	1.40	1.61	1.86	2.18	2.51	2.77
6 lbs. 1 oz. to 7 lbs.	1.10	1.38	1.50	1.73	2.01	2.38	2.75	3.06
7 lbs. 1 oz. to 8 lbs.	1.14	1.45	1.58	1.84	2.16	2.56	2.99	3.34
8 lbs. 1 oz. to 9 lbs.	1.20	1.53	1.68	1.96	2.31	2.76	3.23	3.63
9 lbs. 1 oz. to 10 lbs.	1.24	1.61	1.77	2.07	2.45	2.95	3.48	3.92
10 lbs. 1 oz. to 11 lbs.	1.30	1.68	1.87	2.19	2.61	3.15	3.72	4.20
11 lbs. 1 oz. to 12 lbs.	1.34	1.76	1.96	2.30	2.75	3.33	3.96	4.49
12 lbs. 1 oz. to 13 lbs.	1.40	1.84	2.06	2.42	2.90	3.53	4.20	4.77
13 lbs. 1 oz. to 14 lbs.	1.44	1.91	2.15	2.53	3.05	3.72	4.44	5.06
14 lbs. 1 oz. to 15 lbs.	1.50	1.99	2.24	2.65	3.20	3.92	4.69	5.35
Each add'l. pound or fraction add:	.06	.08	.10	.12	.15	.20	.24	.29

Parcel Post Zone Table

State	First three numbers of your Zip Code	Parcel Post Zone
ALABAMA	All Zip Codes	5
DELAWARE	All Zip Codes	1 & 2
DIST. OF COLUMBIA	All Zip Codes	1 & 2
FLORIDA	All Zip Codes	5
GEORGIA	315, 316, 317, 318, 319	5
	All other	4
MARYLAND	212	Local
	All other	1 & 2
NEW JERSEY	All Zip Codes	1 & 2
NORTH CAROLINA	280, 281, 282, 284, 286, 287, 288, 289	4
	All other	3
OHIO	431, 458	4
	All other	3
PENNSYLVANIA	150, 151, 152, 153, 156, 158, 160, 161, 163, 164, 165, 167, 169, 188	3
	All other	1 & 2
SOUTH CAROLINA	All Zip Codes	4
TENNESSEE	All Zip Codes	4
VIRGINIA	233, 234, 235, 236, 237, 240, 241, 243, 245, 246	3
	242	4
	All other	1 & 2
	254, 265, 267, 268	1 & 2

Middle Pages

The middle sections of major sales catalogs can be made to perform as work texts. At the same time that general reading and arithmetic practice are happening, students can be learning practical skills that may be important to them if they buy merchandise by mail. Customer information, measuring information, and an index generally comprise the broad categories of middle-pages content.

-Assign students certain products to locate in the index, after explaining and demonstrating alphabetical listings.

-Provide students with several pages taken from different parts of the catalog. Have students build an index for those products.

-Using measuring instruments as tools, have students determine sizes according to catalog directions. Have beginning level students first label body parts with appropriate words, thus adding them to their reading vocabulary. For students who might find some measurements embarassing, the focus can be on foot, hat, or glove sizes. Many other non-clothing products require measurements, and exercises could be related to curtains, flooring, or doors. Distinguish between the use of yardsticks, tape measures, and steel tapes. If your students are receptive, convert measurements to the metric system.

-Ask students to add weights, determine parcel post zones, and figure charges for transportation and handling.

-Instructions for reading charts in catalogs can be generalized to other types of charts.

-Provide practice in making credit applications.

-Use directions for care of materials for practice in isolating the main idea, building vocabulary, and reading for details.

-Use section on how to return merchandise for practice in following directions.

SEARS, ROEBUCK AND CO.
Greensboro, North Carolina 27480

Sears

Date _____ 19____

Please be sure to include ZIP CODE in your address

Satisfaction Guaranteed or Your Money Back

PLEASE DO NOT WRITE IN THIS SPACE

%2-0- _____ - _____ C R
NO. ORDERS BATCH NO.

%3-0- - - -5- - & C R
OP. NO. OR. NO. NO. LN. TP. SL. MTH. SHP. ADJ. CASH

⋈ ⋈ & - C R
ACCT. NO. TERMS CONT. LIFE DEF. CODE

PE - - - C R
Brch CODE SHIP CHGE. TAX % ZONE

All members of the same household should order under one name

PLEASE PRINT PLAINLY ONE LETTER IN EACH SQUARE

MY SEARS CREDIT ACCOUNT NUMBER IS: ⋈ | | | | | | | | | | | | | | |

PLEASE DO NOT WRITE IN THIS SPACE ⋈ _____ & _____ – _____

NAME— FIRST NAME | MIDDLE INITIAL | LAST NAME &

Mailing Address &

Post Office State

Telephone No. _____ Zip Code C R

PLEASE DO NOT WRITE IN THIS SPACE

SHIP TO ANOTHER ADDRESS? If you want this order shipped to another person or to a different address, freight or express station, give address here:

NAME _____

Mailing Address _____ Apt. No. _____

Post Office _____ State _____ (ZIP CODE)

IF YOUR ADDRESS HAS CHANGED since last order, please give your old mailing address here:

Mailing Address _____ Apt. No. _____

Post Office _____ State _____ (ZIP CODE)

STATE COLOR OR PATTERN CHOICE BY NUMBER WHERE REQUESTED

	PAGE NO.	CATALOG NUMBER		HOW MANY	NAME OF ITEM		COLOR Pattern, Finish, Etc.	Measure to be sure	PRICE Ea., Yd., Pr., Etc.			TOTAL PRICE Dollars	Cents	SHPG. WT. Lbs.	Oz.
1			–			–					&				
2			–			–					&				
3			–			–					&				
4			–			–					&				
5			–			–					&				
6			–			–					&				
7			–			–					&				
8			–			–					&				
9			–			–					&				
10			–			–					&				
11			–			–					&				

TAX INFORMATION
PLEASE BE SURE TO ADD CORRECT STATE, COUNTY, CITY, AND LOCAL TAXES APPLICABLE.

TOTAL FOR GOODS			Total Pounds / Total Ounces
AMOUNT FOR TAX			
If credit order, we will figure and fill this in for you. POSTAGE			Total Weight in Pounds
Amount I owe Sears on previous order			Enter Parcel Post Zone No.
TOTAL CASH PRICE			
AMOUNT ENCLOSED — Sears Checks			G
AMOUNT ENCLOSED — Money Order or Check			GF6121 10-76 Printed in U.S.A.

Add this to my
- ☐ **SEARS REVOLVING CHARGE ACCOUNT,**
- ☐ **SEARS EASY PAYMENT PLAN** or
- ☐ **MODERNIZING CREDIT PLAN RETAIL INSTALLMENT CONTRACT AND SECURITY AGREEMENT,** which is incorporated herein by reference.

ENTER ACCOUNT NUMBER IN THE SPACE PROVIDED ABOVE.
AT WHICH SEARS STORE IS YOUR ACCOUNT CARRIED? _____
(DO NOT SEND IDENTIFICATION CARD OR PLATE)

Signature _____
(WRITE—DO NOT PRINT)

Order Forms

Catalog order blanks are similar to many other forms in the skills they require for execution. The suggestions made in our section on applications, such as isolating vocabulary, simplifying forms, and providing extensive practice in completion, also apply to order blanks.

-Have students read the many directions on the top half of this form and follow them as they fill in required information.

-Ask students to choose a number of items from the catalog and give the necessary information on the order blank.

-Have students compute total weight and total cash price for the order.

-Give extra practice in adding prices and weights and computing tax and postage. The latter task requires the use of other charts in the catalog middle pages.

-Make up a mock order blank with several errors; have students check information to discover mistakes.

-Discuss the different ways of paying for a catalog purchase by money order, check, or charge.

-Have students role-play requesting catalog information or calling in orders by telephone.

-Build a collection of catalogs from many sources to meet your students' specialized interests. These catalogs can be used for comparison shopping as well as for individual purchases. In addition to general mail-order catalogs, there are dozens of specialized catalogs showing miscellaneous gift merchandise, greeting cards, novelties, posters, guns, camping equipment, sports equipment, gardening equipment, seeds, home improvement items, discount and department store offerings, special clothing sizes, office equipment, trading stamp conversions, and home care products.

CHARTS

Perhaps the greatest help we can give students in relation to charts, graphs, and diagrams is increased assurance that they can decipher these sometimes formidable summaries of information. Charts, graphs, and diagrams are found in newspapers, magazines, brochurs, maps, and other materials written for a variety of purposes. Coping skills in the areas of health, consumer education, occupational knowledge, community resources, and government are involved in the content of charts, graphs, and diagrams.

Skills of reading across and down charts to find specific information can be taught in general terms using any chart, as can the use of symbols and abbreviations. However, we recommend that you teach from the charts your students bring to class, because the exercises will then have more meaning. These might be work-related, for example, fabric price charts, sales tax charts, and wiring diagrams; or recreation oriented. Students can be asked to explain a chart which they understand to other students who are unable to make sense of it.

Transportation schedules are specialized kinds of charts. Depending on your students' needs and their customary means of travel, you may want to explore the possibility of using local transit, cross-country bus, and train or air schedules in your teaching plan.

STAIN GUIDE FOR WOODS

	Kind of Stain to Use		
	Water	Oil	Tobacco
TO CHANGE COLOR OF			
A soft wood* (Poplar, Basswood)		X	X
Gumwood	X	X	
Pine			X
TO FRESHEN COLOR OF			
Birch	X	X	X
Butternut	X	X	
Cherry	X		
Chestnut		X	
Hickory		X	X
Mahogany	X	X	
Maple	X		X
Oak		X	

* Do not use an oil stain that contains wax.

1976 SCHEDULE & SELECTOR'S CHART

● Night game
✚ Conference game
★ Home game
F Favorite team
T Toss-up
U Underdog

*When game is not played on column side, correct date appears in box. Scores in box are for 1975 if team played. First number is score of team on whose schedule appears, second number is score of team listed in box. All symbols refer to team on whose schedule they appear. Thus: *F appearing beside a team on Air Force Academy schedule means Air Force Academy is at home and is favored to win. City in parentheses is where game will be played.*

***TV (ABC Network).**—Sept. 7, UCLA-Arizona (N); Oct. 9, Oklahoma-Texas; Nov. 13, Alabama-Notre Dame; Nov. 20, Michigan-Ohio State and UCLA-Southern Cal; Nov. 26, Oklahoma-Nebraska and Penn State-Pittsburgh (N); Nov. 27, Army-Navy and Notre Dame-Southern Cal; Dec. 4, Arkansas-Texas. (Alabama-Notre Dame and UCLA-USC games await decision, regional or national)*

	Sept. 11	Sept. 18	Sept. 25	Oct. 2	Oct. 9	Oct. 16	Oct. 23	Oct. 30	Nov. 6	Nov. 13
AIR FORCE ACADEMY Colorado 2—8—1	Univ. of Pacific ★ F	Iowa State 13—17 ★ F	UCLA 20—30 ● U	Kent State (Cleveland) F	Navy 0—17 ★ T	Colorado State 10—47 ★ F	The Citadel ★ F	Army 33—3 F	Arizona State ● U	Vanderbilt F Wyoming N F 10—24 ★ T
AKRON 7—4 Ohio	Temple 24—23 ★ ● F	Morehead 0—7 ✚ ●	Youngstown 17—6 F	Indiana State 14—11 ● T	Dayton 9—31 ★ ● F	Ball State 14—17 U	Eastern Michigan ★ F	Marshall 20—6 F	Western Illinois	West Kentucky Central (O.) Nov. 20 24—6
APPALACHIAN Boone, N.C. 8—3	South Carolina Sept. 4 ● U East. Tenn. 44—21 ★ ●	Virginia Military ✚ F	Wofford ★		Furman 23—30 ★ ✚ F	Lenoir Rhyne 53—28 ● F	Ball State U	Citadel 23—17 ★ ✚ F	William & Mary ✚ F	West Carolina 11—30 ★ F East Virginia Nov. 20 41—35 ✚ ● U
ALABAMA 10—1 Tuscaloosa	Mississippi (Jackson) 32—6 ✚ ● F	Southern Methodist F (Birmingham)	Vanderbilt 40—7 ★ ✚ F	Georgia ✚ F	Southern Mississippi (Birmingham) 37—6 F	Tennessee 20—7 ✚ F	Louisville ★	Mississippi State 21—10 ★ ✚ F	Louisiana State (Birmingham) 23—10 ✚ F	Notre Dame F Auburn N F (Birmingham) 32—0 ✚ F
ARIZONA 9—2 Tucson	Auburn ★ ● T	UCLA ● U	Brigham Young 30—20 ★ ✚ ● U	Northwestern 41—6 F	El Paso 36—0 ★ ✚ ● F		Texas Tech. 35—22 ● U	Utah 32—14 ✚ F	Wyoming 16—6 ★ ✚ ● F	Colorado State 21—0 ★ ✚ ● New Mex. N F (N) 34—44 ✚ ● Ariz. St. N ●

Charts

Charts, graphs, and diagrams vary from very simple to very complex. A collection of charts mounted on heavy paper enables you to match student ability and interest for a quick, productive learning experience. You may want to prepare questions specific for particular charts and include them with instructions. Students refer to charts as information sources and answer questions such as these:

From the Stain Guide

-Which wood can take any of the three types of stains?

-What are the kinds of stains listed on this chart?

-What are the kinds of woods listed on this chart?

-Which two woods can take only one kind of stain?

-What is the meaning of the asterisk?

-How many woods can take two kinds of stain?

-What woods do you know that are not included on the chart?

From the football schedule

-Circle an example of each of the symbols on the chart.

-Which team is not playing a game on October 2?

-Who won the 1975 game between Alabama and Tennesee?

-Find an example of two teams which did not play each other in 1975.

-Where is the game between Air Force Academy and Colorado State to be played on October 14?

-Is the game between Youngstown and Akron to be played at night or during the day?

-What was the season record for Appalachian in 1975?

-What was the total number of points scored by Akron in 1975 against opponents shown on this chart?

For Poisons or Overdoses, Give The Counterdose Listed Here, But Do Not Give Liquids To The Unconscious.

POISON or OVERDOSE	*ORDER of TREATMENT*
ASPIRIN and other HEADACHE and COLD COMPOUNDS—ALCOHOL, OIL OF WINTERGREEN, RUBBING ALCOHOL	2, 1, 10
TURPENTINE, GASOLINE, KEROSENE, FURNITURE POLISH, PINE OIL, etc.	3 (or 2), 24, 15
HOUSEHOLD AMMONIA, LYE, WASHING SODA	13, 14, 15
SLEEPING PILLS or BARBITURATES	1, 4, 5
CHLORINE BLEACH or DISINFECTANT with CHLORINE	2, 12
DISINFECTANT with CARBOLIC ACID	1, 16, 2 (or 14)
INSECT and RAT POISONS:	
with ARSENIC	2 (or 25), 1
with SODIUM FLUORIDE	18, 2, 1
with PHOSPHORUS	1, 8, 9, 10
with DDT	1, 4
with STRYCHNINE	2 (or 25), 1, 19, 20
ACIDS	23, 15
MORPHINE, OPIUM, CODEINE, PAREGORIC	2 (or 25), 4, 20
"PEP" MEDICINES	2 (or 25), 1
FOOD POISONING, MUSHROOMS, ETC.	1, 4
BROMIDES	1, 4
TINCTURE OF IODINE	6, 7, 2
CARBON MONOXIDE	21, 22, 5
CAMPHOR	1
BELLADONNA	2 (or 25), 1, 19, 20
IRON COMPOUNDS	1, 11
BICHLORIDE of MERCURY	2 (or 25), 1, 4

FURNISHED BY

ROANOKE VALLEY SAFETY COUNCIL

POISON CONTROL CENTER
Phone number 981-7336

MOISTEN BACK AND APPLY TO INSIDE OF MEDICINE CABINET DOOR

1. Induce vomiting—by: (1) Finger in throat, or (2) Tablespoon of mustard in half-glass of water, or (3) Syrup of ipecac, or (4) Salt and warm water.
2. Give glass of milk.
3. Give water.

DON'T PANIC!!!

4. Give two tablespoons epsom salt in one pint of water.
5. Give large quantities of hot coffee or strong tea.
6. Give two ounces of thick starch paste. (Cornstarch or flour mixed with water.)
7. Use two ounces of salt in quart of warm water. Drink until vomit fluid is clear.
8. Give four ounces of mineral oil—NOT vegetable or animal oil.
9. Give four ounces of hydrogen peroxide.
10. Give one tablespoon of bicarbonate of soda in one quart of warm water.
11. Give two teaspoons of bicarbonate of soda in a glass of warm water.
12. Hot coffee or strong tea plus white of raw egg.
13. Give two tablespoons of vinegar in one pint of water.
14. Give whites of two raw eggs or two ounces of olive oil.
15. Do NOT induce vomiting!
16. Give two ounces of castor oil.
17. Keep patient awake.
18. Give two tablespoons of milk of magnesia.
19. Give artificial respiration.
20. Keep patient quiet.
21. Carry victim into fresh air.
22. Make patient lie down.
23. Give one ounce of milk of magnesia in large quantity of water.
24. Give two ounces of vegetable oil.
25. Give "universal antidote" (Available at drug store or make from: 2 parts burnt toast, 1 part weak tea, 1 part milk of magnesia.)

Emergency Information

Emergency information is found in many different written forms, including signs, lists, labels, and sentences. The topics cover what to do in case of fire, auto accident, poisoning, home accidents, serious illness, and crime. On the opposite page is an example of emergency information in chart form. In addition to learning how to interpret such charts, students can be encouraged to build their own charts indicating what they should do in various emergency situations.

Consider the following suggestions for using a chart such as the "Overdose Chart" with your adult students.

Converting measurements:

- -How many ounces in a cup?
- -How many ounces in a teaspoon?
- -How many ounces in a tablespoon?
- -How many tablespoons in a cup?
- -1 tablespoon = _____ ounces
- -2 teaspoons = _____ ounces
- -2 tablespoons = _____ cup
- -4 ounces = _____ cup
- -1 pound = _____ ounces
- -What is the metric equivalent for each of the above?

Understanding chart:

- -What is the counterdose for aspirin?
- -What is the counterdose for poisoning?
- -For which poisons do you not induce vomiting?
- -Bring examples, if available, of poisons listed. Compare cautions on labels with information in chart.

Coping skills:

- -What is the phone number for the local poison control center?
- -What is the phone number of the local emergency treatment center?
- -What precautions can be taken to prevent poisoning?
- -From list of couterdoses, where could each item be purchased?
- -Which of the poisons listed are drugs?
- -What is the legitimate use of each substance listed as a poison or overdose?

CONTAINERS

In general, three dimensional objects such as cartons, boxes, cans, and bottles can be attractive, stimulating catalysts for learning. They are "real" somethings in the students' world, and they can be used to facilitate specific learning and general competence and understanding.

-First, containers can be useful in representing different shapes.

-They can hold a variety of objects, and students can be asked to describe their contents in writing ("this box has eight raisins in it").

-The objects stored in these containers can provide the stimulus for any number of discussion topics.

-The collection of miscellaneous disposable containers can become unusually interesting in its own right. As students contribute to the growing array of forms, a kind of gallery develops, adding a certain interest (clutter?) to the classroom that can be most welcome. The recycling of discards can be satisfying as new uses are found for useless throwaways.

-Consider paper envelopes as containers, too. They can store letters, words, pictures, and puzzles of various kinds; their contents can easily be labeled for reuse. Also, have students use envelopes as they are expected to function. Suggest that students address envelopes to friends or other categories of folks for writing experience as well as for the general enrichment of their human contacts.

-Containers obviously come in sizes and can be measured; volume can also be computed.

-Containers vary in composition and strength. Have students make comparisons of materials and purposes.

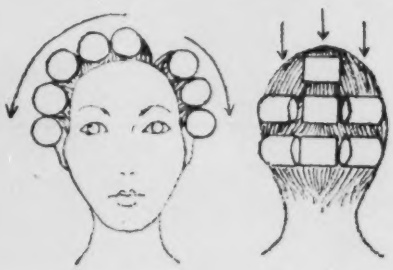
DIRECTIONS

To master the written world, adult students need to be able to read a variety of directions accompanying household products. Instructions are found in appliance manuals, attached to tools, and on drug containers, clothing labels, and guarantees, to name only a few. Assembling toys also requires close attention to detailed printed instructions.

Being able to follow product directions is sometimes only a convenience, but when pesticides and drugs are concerned, these skills may be crucial to survival. Imagine the terror which an illiterate parent must feel in deciding how much medicine to give a child, and how frequently.

Since directions are presented mainly in printed form, supported by illustrations in some cases, the principal skill to be taught with these materials is that of reading with understanding. The variety of materials available is tremendous, and they are free. You can easily collect a dozen examples from your own home in a quick walk around the house, but it would be better to encourage students to bring examples of directions from products they actually use.

Selectivity of the specific content to be used as a learning catalyst is important: directions for making a cup of soup will interest some students, but gardening instructions will suit others better. The value of the material lies in its match with students' interests. Adults learn more rapidly from material which fills a real need in their lives. Identify those needs and be responsive to them. Product directions can provide the basis for useful student exercises because they relate directly to adult life and do not carry negative associations with school-like materials.



Part hair on left side. Set entire head on large rollers. Use pattern for numbers 6, 7, 9 and 10.

6. To style: Brush hair thoroughly. Make a side part and back-comb hair on right side of part for fullness. Smooth down, creating a wave at eye level. Hair on left side of part is worn close to the head with only a slick of hair before the ear.

7. To style: Brush well from front to back. With this style you can use the setting pattern left, or blow-dry to create the smooth cascading waves. Be sure to blow-dry hair off the face to give depth to the waves.

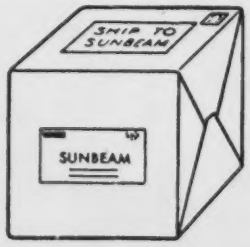
8. To style this sleeked-back, close-to-the-head look no set is required. Just wet the hair and comb backward, off the face. Comb side hair behind ears and let nape hair hug the neck.

9. To style: Brush hair thoroughly, making a left side part. Then comb side hair into half circles letting comma curls frame the eyes and cheeks. Comb one comma curl directly under the eye but let the other curl fall gently onto the cheek. Rest of hair is brushed into place.

10. To style: Brush hair well, parting at left. Brush-smooth deep wave onto right side of forehead. Waves on left side are brushed back and out, off the face, for depth and flair.

How To Get Quick Service

1. Pack appliance carefully in a good carton with plenty of newspaper or excelsior padding all around it, and tie securely. Damage in transit is not covered by the guarantee.



2. Carefully print on the carton the name and address of the service station nearest you. Don't forget your return address.

3. Put a letter showing service desired in an envelope addressed to the same service station. In your letter please be sure to give full information; such as, date and place of purchase, your full name and address, and the service, or repairs desired.

4. PASTE ENVELOPE TO PACKAGE.

5. Put First Class stamp on envelope, and Parcel Post stamps on package; then mail. (The Post Office will tell you the proper amount of postage and insure you against loss in the mails.)

6. Of course, if there is a service station in your community you may take your appliance there in person.

STATEMENT OF GUARANTEE: Upon receipt of the guarantee register card packed with this appliance your Sunbeam is guaranteed for one year against electrical and mechanical defects in material and workmanship, which will be repaired or parts replaced free of charge during this period. The guarantee does not cover damage caused by misuse, negligent handling, or use on current and voltage other than that stamped on the appliance. This guarantee is in lieu of any other warranty, either express or implied.

Instructions

The following exercises are only suggestive of the many different ways you can give your students practice in understanding directions and demonstrating that understanding to others.

From hair-setting illustration:

- -Give students two definitions for these words with double meanings: set, wave, brush, part, slick, comma, rest. Have student choose the meaning that fits the context of the illustration.
- -Ask a student to try directions at home and report results to the class.
- -Create a vocabulary list of terms used in hair styling.
- -Have the student circle words used as hyphenated words: back-comb, blow-dry, sleeked-back, brush-smooth. How do these words differ from compound words?
- -Ask students to interpret diagram. What do the arrows indicate? How many curlers are to be used?
- -How many different hair styles can be made from the basic set shown?

From appliance service manual:

- -Help students with vocabulary: excelsior, transit, guarantee.
- -Have student write a letter asking for service, giving details as requested in Step #3.
- -Have students discuss the difficulties they might encounter when mailing an inoperative appliance to the factory for service.

In general:

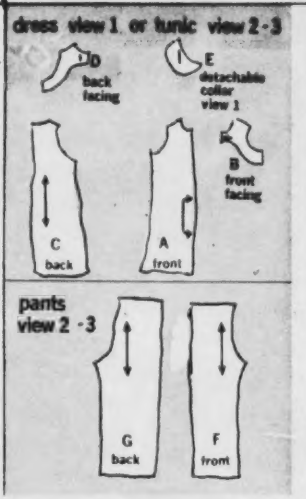
- -Have student choose a short activity he/she can do and outline the procedure for the class. Some obvious examples are baking a pie, changing a tire, or fixing a leaky faucet -- but the list of possible functions which could be described is unlimited.
- -Bring to class a collection of "child-proof" drug bottles. Have students read and demonstrate the directions for opening.

VOCABULARY

striped	required	metric	stretch	extra
plain,	without	bias	view	chubbie's
marking	simple	tape	pants	neckline
from	sew	even	seam	detachable
given	pieces	garmet	one-way	contrasting
front	collar	fabrics	lower	conversion
back	tunic	high	bottom	direction
girl's	braid	round	dress	measurements
cut-in	trim	novelty	elastic	lengthwise
nap	length	edge	casing	enclosed
short	finished	chart	thread	tri-color
long	width	sheet	lace	rick rack
with	fold	plaid	leg	flat-woven
double	two	to	side	waistline

5654

7 PIECES GIVEN



SIMPLE-TO-SEW®

GIRLS' AND CHUBBIES' JIFFY® DRESS OR TUNIC WITH DETACHABLE COLLAR AND PANTS IN TWO LENGTHS: The dress or tunic has back zipper, high round neckline and "cut-in" armholes. Dress V. 1 has contrasting, detachable "Peter Pan" collar. Tunic V. 3 has rick-rack trim. The short pants V. 2 and long pants V. 3 have elastic waistline casing. V. 2 tunic and short pants have tri-color braid trim.

Suggested fabrics: Chino, canvas, duck, denim, broadcloth, seersucker, gingham, chambray, muslin, poplin, pique, cotton sateen, linen, jersey, double knit.

Sewing notions — Thread, seam binding or stretch lace. Dress View 1 or Tunic View 2 and 3: Neckline zipper: 14" for sizes 7 and 8; 16" for sizes 10, 12, 14, 10½c, 12½c and 14½c. View 1: Double fold bias tape. Short Pants View 2 or Long Pants View 3: 1 yard of ¾" wide elastic.

Metric Conversion Chart given on enclosed direction sheet.

Extra fabric is needed to match plaids, stripes or one-way designs.

STANDARD BODY MEASUREMENTS	Breast	26	27	28½	30	32	31½	33	34½ Ins.
	Waist	23	23½	24½	25½	26½	29	30	31 "
	Hip	27	28	30	32	34	34½	36	37½ "
	Back - neck to waist	11½	12	12¾	13½	14¼	13¼	14	14¾ "

Fabric required — Sizes	GIRLS 7	8	10	12	14	CHUBBIES 10½c	12½c	14½c	
View 1 Dress Even lengthwise novelty striped or plain fabric									
35" or 36" without nap	1¾	1⅞	1¾	1⅞	2	1¾	1⅞	2⅛	Yds.
44" or 45" " "	1⅛	1⅛	1¼	1¼	1⅜	1¼	1⅜	1⅝	"
Contrasting detachable collar — ¼ yard of 35", 36", 44" or 45" without nap.									
View 2 or 3 Tunic									
35" or 36" without nap	1	1⅛	1⅜	1½	1½	1½	1½	1⅝	Yds.
44" or 45" " "	1	1	1	1⅛	1⅛	1⅛	1⅛	1⅛	"
View 2 Tri-color flat-woven braid trim for tunic									
⅞" wide	1⅝	1¾	1¾	1⅞	1⅞	1⅞	2	2	"
View 3 Rick-rack for tunic	1⅝	1¾	1¾	1⅞	1⅞	1⅞	2	2	"
View 2 Short Pants									
35" or 36" without nap	⅞	1	1	1⅛	1⅛	1	1⅛	1⅛	"
44" or 45" " "	½	⅝	⅝	¾	¾	¾	1	1⅛	"
Tri-color flat-woven braid trim									
⅞" wide	1¼	1⅜	1⅜	1½	1½	1½	1⅝	1⅝	"
View 3 Long Pants									
35" or 36" without nap	1¾	2	2⅛	2⅜	2⅜	2⅛	2⅜	2⅜	"
44" or 45" " "	1¼	1½	1¾	2	2	1⅞	2¼	2⅜	"
Garment Measurements									
Finished back length dress v. 1	26	27	29	31	33	30	32	34	Ins.
Finished back length of tunic v. 2-3	21¼	21⅜	22¾	23¾	24⅜	23¾	24¾	25¾	"
Finished length at side seam from waistline marking of:									
short pants v. 2	10¾	11¼	12¼	13¼	14¼	13	14	15	"
long pants v. 3	28¼	29¾	33	36¼	37½	33½	36¾	38	"
Width of lower edge dress v. 1	38¾	40	41½	43¾	46½	44½	47	49½	Ins.
Bottom width of pants leg v. 3	17	17½	18¼	19¼	20¼	20¾	21½	22½	"

Patterns

Consider the following ideas as only a few potentially stimulating and practical exercises for students interested in the use of clothes patterns. The pattern instruction sheet and the pattern pieces themselves can be used as well as the enclosing envelope.

-To make view 1 of dress of 36" fabric, in size 10, 1-3/4 yds. for dress and 1/4 yd. for collar is needed. How much fabric is needed in total?

-If this fabric cost $1.98 per yard, and there is a 4% sales tax, what is the total cost?

-What is the total cost of a long pants and tunic outfit for size 12 that uses:
45" fabric at $2.25 per yd. elastic at 20¢ per yd.
thread at 35¢ zipper at 75¢
trim for tunic at 35¢ per yd.
and has a tax of 4% on the materials?

-Convert yard fractions to inches:
1/8 yd. = 3/4 yd. = 5/8 yd. =
1/4 yd. = 7/8 yd. = 3/8 yd. =
1/2 yd. =

-Convert above measures to metric system.

-Add these fractions:
1/4 + 3/4 = 1/2 + 3/4 =
1/8 + 5/8 = 3/8 + 5/8 =
1/2 + 7/8 = 1/8 + 7/8 =

-Using the measure on the pattern envelope, draw lines equal to:
1/2 inch: 3 cm.:
3/4 inch: 4.5 cm.:
1/4 inch: 5 cm.:
7/8 inch: 1.5 cm.:

-Using these words in sentences that illustrate their meanings in sewing terms: sheet, bias, casing, view, stretch, tape, nap, and lace.

-Describe the illustration on the front of the pattern envelope. Write a short paragraph telling a story about the illustration.

DISPLAY ADS

Display ads, as found in advertising brochures which arrive regularly and without invitation in the mail, in newspapers and newspaper inserts, and in magazines, are excellent materials for teaching reading, mathematics, and coping skills.

These ads vary greatly in quality and in information given. Some are the sophisticated and slick products of intense advertising campaigns; others are handmade, improvised cards announcing some local event. Television commercials, though they cannot be reproduced for classroom exercises, can be considered related to display ads in intent; in-store displays are also part of this category.

The broad coping skill related to display ads is that of consumer economics. Specific skills which can be cultivated are wise buying behavior, comparative shopping, understanding advertising propaganda, and budgeting. Food purchases constitute an important part of most family budgeting, and substantial class attention can be given to helping students obtain the best possible nutrition at the lowest cost.

This is a society with an almost obsessive focus on material artifacts. Display ads are associated with almost any other class of products a student might be interested in buying. The acquisition of "things" seems to dominate the aspirations of many Americans. Cars, guns, cosmetics, clothes, appliances, sporting equipment, and furniture are much in evidence in illustrated ads, and many adult students are highly motivated to read these ads.

Even though wishes and dreams may provide a stimulus for some learning efforts, it is advisable in your work with ABE students to stay close to reality. Help a student plan purchases in realistic terms; stimulating him/her with ads for Cadillacs may be demoralizing as well as impractical.

Health & Beauty Aid Discounts

1.59 **GILLETTE DRY LOOK**
HAIR SPRAY FOR MEN
- REGULAR
- EXTRA HOLD

$1.19 11 OZ.

WITH THIS COUPON
EXPIRES 11-6-76-DD MINIMUM 46 PER STORE

2.19 **WELLA BALSAM CONDITIONER**
- REGULAR
- EXTRA BODY

$1.39 16 OZ.

WITH THIS COUPON
EXPIRES 11-6-76-DD MINIMUM 52 PER STORE

1.09 DARKRICH
SHAMPOO
- GOLDEN
- EMERALD GREEN

69¢ 32 OZ.

WITH THIS COUPON
EXPIRES 11-6-76-DD MINIMUM 46 PER STORE

1.99 **CLAIROL HERBAL ESSENCE SHAMPOO**
- NORMAL
- OILY
- DELICATE

$1.27 12 OZ.

WITH THIS COUPON
EXPIRES 11-6-76-DD MINIMUM 66 PER STORE

1.99 **CLAIROL FINAL NET HAIR SPRAY**
- REGULAR
- UNSCENTED

$1.29 8 OZ.

WITH THIS COUPON
EXPIRES 11-6-76-DD MINIMUM 52 PER STORE

3.99 **CLAIROL QUIET TOUCH KIT**

$2.49

WITH THIS COUPON
EXPIRES 11-6-76-DD MINIMUM 26 PER STORE

2.41 **VASELINE**
INTENSIVE CARE
LOTION

$1.69 24 OZ.

WITH THIS COUPON
EXPIRES 11-6-76-DD MINIMUM 65 PER STORE

2.18 **VASELINE**
INTENSIVE CARE
BATH BEADS

$1.29 30 OZ.

WITH THIS COUPON
EXPIRES 11-6-76-DD MINIMUM 72 PER STORE

Display Ads

Many discussion topics are suggested by display ads which are always conspicuous in newspapers and magazines. Regardless of the particular merchandise being promoted, these ads are often interesting and provocative to ABE students. You could raise these issues:

-Which items are necessary for health and appearance and which are nice but unnecessary extras?

-Which items are the best buys?

-How far is it reasonable to travel for special savings on merchandise?

-How does the time available to shop influence buying behavior?

-How does money influence buying behavior?

-How do stores make profits from low-cost advertised products?

-How do coupons function to control store losses on advertised items?

From the opposite page, or one like it, have students:

-Compute cost per ounce for each product shown.

-Compute percentage of savings for each item shown.

-Compare cost per ounce of store-brand shampoo and brand name shampoo. What other considerations beside cost might be involved in a choice?

-Add totals of values shown at regular price and at sale price. What is the total saving? What is the percentage of savings?

MEDIUM
YELLOW ONIONS 3 LB. BAG **49¢**

FLORIDA FRESH
AVOCADOS EACH **49¢**

FRESH
CRISP CARROTS 2 LB. BAG **39¢**

FLORIDA ZIPPER SKIN
TANGELOS **15** FOR **1.00**

HANGING BASKETS
10" SIZE **5.95**
WITH ASST. PLANTS

FLORIDA PINK JUICY
GRAPEFRUIT
8 FOR **1.00**

SICILIA
LEMON JUICE 4 OZ SIZE **49¢**

GIGANTIC PAPER SALE!

162 CT. ROLLS LILAC GREEN, WHITE, OR YELLOW
PAPER TOWELS. 2 FOR **79¢**

100 SQ. FT. LARGE ROLLS BRAWNY
PAPER TOWELS. 2 FOR **$1.00**

141 SQ. FT. ARROW PINK, YELLOW, OR WHITE
BATH TISSUE... 2 2 ROLL PKGS. **79¢**

112.40 SQ. FT. SOFTWEAVE WHITE OR ASSORTED
BATH TISSUE... 2 2 ROLL PKGS. **89¢**

140 SQ. FT. SCOTT DECORATOR
PAPER TOWELS.. 2 ROLL PKG. **75¢**

SCOTT FAMILY
NAPKINS..... 2 160 CT. PKGS. **$1.00**

BEEF RIBS
WHOLE
AVERAGE LB **99¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
CHUCK ROAST BLADE CUT LB. **58¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
RIB ROAST OVEN READY LB. **1.38**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
RIB STEAKS BONE IN LB. **1.38**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
BONELESS ROAST CUT FROM CHUCK LB. **88¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
SHOULDER ROAST ROUND BONE LB. **88¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
CHUCK STEAK BLADE CUT LB. **78¢**

A&P QUALITY
WHOLE TENDER
SMOKED PICNICS
SLICED
~~59¢~~ **49¢** LB

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
SWISS STEAK ROUND BONE SHOULDER LB **98¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
GROUND CHUCK 5 LBS. OR MORE LB **98¢**

A&P QUALITY CORN FED FRESH
WHOLE PORK LOIN
14 TO 17 LB. AVG.
LB. **79¢**

OSCAR MAYER FRESH PORK
LINK SAUSAGE LB **1.39**

MARHOEFER BRAND OR A&P BRAND
CANNED HAM **3** LB. CAN **3.99**

HILLSHIRE SMOKED
SAUSAGE LINK LB **1.39**

ANN PAGE OR ALLGOOD BRAND
BACON SLICED 1-LB PKG. **99¢**

F.F.V. BRAND OR VIRGINIA FARM BRAND
COUNTRY HAMS WHOLE LB. **1.19**

U.S.D.A. INSPECTED
FRYER LEGS 10 LBS OR MORE PKG LB **59¢**

U.S.D.A. INSPECTED TURKEY HINDQUARTERS OR
TURKEY WINGS LB **39¢**

A&P QUALITY
MEAT FRANKS 2-LB PKG **1.49**

A&P QUALITY SLICED
BEEF LIVER LB **49¢**

CAP'N JOHN'S FROZEN
SHRIMP COCKTAIL 3-4 OZ JARS **1.29**

Grocery Ads

In your work with ABE students, most of you are already using grocery ads to teach from and with. The following exercises represent a sample of standard uses you could make of this material. You will think of dozens of other questions to be asked and calculations to be done to enhance your students' specific skills and general analytic thinking processes.

In general, display ads can stimulate discussion of budgets, advertising promotions, impulse buying, and methods that stores use to entice buyers, such as the deliberate placement of merchandise, arrangement of colors, "specials," coupon purchases, and free gifts.

Food ads provide logical points of departure for discussion of nutrition and health topics as well as interesting exercises in the use of work and number recognition. A number of general consumer issues are relevant:

- -The relationship between quantity of meat and the number of servings it provides.
- -Accounting for the price differences between similar cuts of meat.
- -What is the "best buy"? How does one decide?
- -How does one reconcile the factors of pleasure and healthful food value with the costs of different meat items?
- -Does it pay to shop at several stores, taking advantage of weekly specials, when transportation costs are calculated?
- -Which foods are more "natural," and what are the implications and consequences of using processed food?
- -At what price do we all enjoy convenience items?
- -Is there an argument for using nonexpendable items when possible?
- -What are the advantages of different food packaging and processing techniques?
- -What is the relationship between package size and price? Is this reliable?
- -What purposes does advertising serve for the customer and for the store owner?
- -What is the practical difference between grain-fed beef and grass-fed beef?

BEEF RIBS WHOLE OR HALF 2 TO 4 LB AVERAGE LB **99¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF

CHUCK ROAST BLADE CUT LB. **58¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF

RIB ROAST OVEN READY LB. **1.38**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF

RIB STEAKS BONE IN LB. **1.38**

A&P QUALITY WHOLE TENDER

SMOKED PICNICS SLICED LB 59¢ LB **49¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF

BONELESS ROAST CUT FROM CHUCK LB. **88¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF

SHOULDER ROAST ROUND BONE LB. **88¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF

CHUCK STEAK BLADE CUT LB. **78¢**

A&P QUALITY CORN FED FRESH

WHOLE PORK LOIN 14 TO 17 LB AVG. LB. **79¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF

SWISS STEAK ROUND BONE SHOULDER LB **98¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF

GROUND CHUCK 5 LBS. OR MORE LB **98¢**

OSCAR MAYER FRESH PORK

LINK SAUSAGE LB **1.39**

MARHOEFER BRAND OR A&P BRAND

CANNED HAM 3 LB. CAN **3.99**

HILLSHIRE SMOKED

SAUSAGE LINK LB **1.39**

ANN PAGE OR ALLGOOD BRAND

BACON SLICED 1-LB PKG **99¢**

F.F.V. BRAND OR VIRGINIA FARM BRAND

COUNTRY HAMS WHOLE LB **1.19**

U.S.D.A. INSPECTED 10 LBS OR MORE

FRYER LEGS PKG. LB **59¢**

U.S.D.A. INSPECTED TURKEY HINDQUARTERS OR

TURKEY WINGS LB. **39¢**

A&P QUALITY

MEAT FRANKS 2-LB PKG. **1.49**

A&P QUALITY SLICED

BEEF LIVER LB **49¢**

CAP'N JOHN'S FROZEN

SHRIMP COCKTAIL 3-4 OZ JARS **1.29**

MEDIUM **YELLOW ONIONS** 3 LB. BAG **49¢**

FLORIDA FRESH **AVOCADOS** EACH **49¢**

FRESH **CRISP CARROTS** 2 LB. BAG **39¢**

FLORIDA ZIPPER SKIN **TANGELOS** **15** FOR **1.00**

HANGING BASKETS 10" SIZE **5.95** WITH ASST. PLANTS

FLORIDA PINK JUICY **GRAPEFRUIT**

8 FOR **1.00**

SICILIA **LEMON JUICE** 4 OZ SIZE **49¢**

GIGANTIC PAPER SALE!

162 CT. ROLLS LILAC GREEN, WHITE, OR YELLOW

PAPER TOWELS. 2 FOR **79¢**

100 SQ. FT. LARGE ROLLS BRAWNY

PAPER TOWELS. 2 FOR **$1.00**

141 SQ. FT. ARROW PINK, YELLOW, OR WHITE

BATH TISSUE. . . 2 2 ROLL PKGS. **79¢**

112.40 SQ. FT. SOFTWEAVE WHITE OR ASSORTED

BATH TISSUE. . . 2 2 ROLL PKGS. **89¢**

140 SQ. FT. SCOTT DECORATOR

PAPER TOWELS. . 2 ROLL PKG. **75¢**

SCOTT FAMILY

NAPKINS. . . . . 2 160 CT. PKGS. **$1.00**

-What is the value of shopping from a specific list?

-On what days of the week do most stores advertise?

-What are the advantages and disadvantages of using coupons?

-What issues other than price should be considered in grocery shopping? What is a good buy?

COMPUTATION

-How much difference in price per pound is there between chuck roast and rib roast? Why?

-List all meats in order of price per pound and estimate how many people could be fed with a pound of meat.

-How much is the canned ham per pound? Compare this price to that of the smoked picnic.

-What is the cost of a shoulder roast that weighs 4-1/2 pounds?

-If fryer legs cost 59¢ a pound in packages of ten pounds or more, what is the least amount that a package could cost?

-How much do onions cost per pound?

-If there are 12 onions in the 49¢ bag, what is the average cost of each onion?

-How many avocados could you buy for $3.00?

-If the price of tangelos is $1.00 for 15, how much would it cost if you needed only six?

-How much more expensive is a single grapefruit than one tangelo?

-In the case of two for anything, what is the cost of one item?

-If a roll of paper towels has 162 sections in it and the price of the roll is 40¢, how much does each paper towel cost?

-Consider the comparative value of the three types of paper towels advertised: What is the relationship between 100 square feet and 162 count?

GIGANTIC PAPER SALE!

162 CT. ROLLS LILAC GREEN, WHITE, OR YELLOW
PAPER TOWELS. 2 FOR 79¢

100 SQ. FT. LARGE ROLLS BRAWNY
PAPER TOWELS. 2 FOR $1.00

141 SQ. FT. ARROW PINK, YELLOW, OR WHITE
BATH TISSUE... 2 2 ROLL PKGS. 79¢

112.40 SQ. FT. SOFTWEAVE WHITE OR ASSORTED
BATH TISSUE... 2 2 ROLL PKGS. 89¢

140 SQ. FT. SCOTT DECORATOR
PAPER TOWELS.. 2 ROLL PKG. 75¢

SCOTT FAMILY
NAPKINS..... 2 160 CT. PKGS. $1.00

MEDIUM
YELLOW ONIONS 3 LB. BAG **49¢**

FLORIDA FRESH
AVOCADOS EACH **49¢**

FRESH
CRISP CARROTS 2 LB. BAG **39¢**

FLORIDA ZIPPER SKIN
TANGELOS 15 FOR 1.00

HANGING BASKETS 10" SIZE **5.95** WITH ASST. PLANTS

FLORIDA PINK JUICY
GRAPEFRUIT 8 FOR 1.00

SICILIA
LEMON JUICE 4 OZ SIZE **49¢**

BEEF RIBS WHOLE 28 TO 32 LB AVERAGE LB **99¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
CHUCK ROAST BLADE CUT LB. **58¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
RIB ROAST OVEN READY LB. **1.38**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
RIB STEAKS BONE IN LB. **1.38**

A&P QUALITY WHOLE TENDER
SMOKED PICNICS SLICED LB **59¢** LB **49¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
BONELESS ROAST CUT FROM CHUCK LB. **88¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
SHOULDER ROAST ROUND BONE LB. **88¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
CHUCK STEAK BLADE CUT LB. **78¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
SWISS STEAK ROUND BONE SHOULDER LB **98¢**

A&P QUALITY HEAVY WESTERN GRAIN FED BEEF
GROUND CHUCK 5 LBS. OR MORE LB **98¢**

OSCAR MAYER FRESH PORK
LINK SAUSAGE LB **1.39**

MARHOEFER BRAND OR A&P BRAND
CANNED HAM 3 LB. CAN **3.99**

HILLSHIRE SMOKED
SAUSAGE LINK LB **1.39**

ANN PAGE OR ALLGOOD BRAND
BACON SLICED 1-LB PKG. **99¢**

A&P QUALITY CORN FED FRESH
WHOLE PORK LOIN 14 TO 17 LB AVG. LB **79¢**

F.F.V. BRAND OR VIRGINIA FARM BRAND
COUNTRY HAMS WHOLE LB **1.19**

U.S.D.A. INSPECTED
FRYER LEGS 10 LBS OR MORE PKG. LB **59¢**

U.S.D.A. INSPECTED TURKEY HINDQUARTERS OR
TURKEY WINGS LB. **39¢**

A&P QUALITY
MEAT FRANKS 2-LB PKG **1.49**

A&P QUALITY SLICED
BEEF LIVER LB **49¢**

CAP'N JOHN'S FROZEN
SHRIMP COCKTAIL 3-4 OZ JARS **1.29**

-Is the Arrow or Softweave bath tissue a better price buy? What other considerations are there?

-Choose any ten items and compute total cost.

-What food groups are included in the opposite display ad?

WORD WORK

-Find all abbreviations and write the words they represent.

-Write sentences using words from the opposite page.

-To relate the impersonal food ad to the personal lives of students, ask them to list all foods in order of preference.

-Add other items to each of the three categories of meat, produce, and paper products shown in the ad.

-Ask students to plan a shopping list of food items necessary for their family for a week.

-Have students role play returning spoiled food to a market. Unfortunately, ABE students are even less likely to feel comfortable about registering complaints than we are. They tend to be reticent and unsure of themselves. Coaching ABE students in appropriate assertive behavior can increase their confidence substantially.

THE RICE DIET

advertisement

HAIR SPRAY MASK

Glamorous mask stops breathing in of hair spray, keeps it out of the eyes, and leaves your make-up untouched. Clear plastic lets you see what you're doing. Triangle shaps forms a cone over your face.

Fry Health

OUR ANNIVERSARY SALE

ONE PIECE POROUS ELASTIC

BODY CONTROLLERS

GUARANTEES INCHES OFF!

BUY 1 and GET 1 FREE!

NOW! DEEP CUT FOR OPEN SHIRTS

~~Reg. $14.50~~
NOW 2 for $14.50

Style L3582
B Cup: 34 thru 40.
C Cup: 34 thru 42.
D Cup: 34 thru 44

Style M2581
SIZES AT CHEST:
SMALL: 32 thru 34.
MEDIUM: 36 thru 38.
LARGE: 40 thru 42.
EXTRA LARGE: 44 thru 46.
DOUBLE EXTRA LARGE: 48.

Mail Coupon to: **MAGIC MOLD, Inc.** Dept. PR52
210 Hanse Ave., P.O. Box 3000, Freeport, N.Y. 11520

STYLE		BRA SIZE	CHEST SIZE	QUANT.	PRICE

☐ MR. ☐ MS. ☐ MRS.

PREPAID Enclose Check or Money Order for total.
COD Enclose at least $2.00 for deposit.

N.Y. SALES TAX
POST. & HANDLING 85c
TOTAL

Hard-Sell Ads

Some advertising, though not necessarily illegal or immoral, is associated with exaggerated promises to consumers. Grouped in this "hard sell" category are ads for products of questionable utility, bait advertising, sure-fire investments, magic diets, exercise gimmicks, and unlicensed training schools. Helping students to recognize and resist advertising propaganda helps them to get more satisfaction and less frustration for their money.

-Collect questionable advertisements. Examine them with students to identify promotional techniques and to consider the consequences of gullibility. Have students relate unsatisfactory experiences which they know first hand.

-Have students find an ad promoting some "surefire" way to lose weight, lose inches, gain inches, gain muscles, or grow hair. Compare the advertising claims with medical and scientific facts.

-Ask students to watch T.V. commercials critically. To what audience do the ads appeal? To what needs do they appeal?

-Have students examine classified ads in the back of pulp magazines and identify products and services that are unlikely to give satisfaction.

-With students, compile a list of rules for consumer protection.

-Use guarantees and warranties for practice in reading for detail. What is actually being guaranteed? Under what conditions? For how long?

-Simulate situations of aggressive salesmanship. Have students role-play appropriate responses. Consider door-to-door sales as well as in-store situations.

-Assign students the task of preparing oral or written reports on consumer self-protection. Use brochures from consumer agencies.

-Have students write a letter to a manufacturer expressing displeasure with a product and requesting money back.

-Invite a representative from the local office of consumer protection to describe various unfair promotions and practices. Representatives from a legal aid society can give advice on recourse for misleading advertisements.

ENVIRONMENT

Although it may seem bizarre at first suggestion, try using the classroom itself as a learning tool. Everything or anything in the environment can be made to function as a potent and relevant learning opportunity. The environment, as futurist Buckminster Fuller has said, is "everything but me..." and we don't even accept that exclusion. The environment is concrete and here and part of the student's current living experience. It is complex in the number and character of objects it holds, and it is an unconventional source of ABE lessons. Although the environment surrounds us, most of us function in it with only limited awareness of its complexity and color. Focusing the student's attention on his/her surroundings can provide unexpected benefits.

All items in the classroom or other places can be categorized by your students in various ways: as people or furniture, by color or weight, as light/heavy or natural/manufactured, on the basis of the material of which they are composed. Particular vocabularies can be developed in connection with this activity. As students note that many things don't "fit" into these categories, they can develop new ones. These activities can enhance powers of discrimination and be stimulating and worthwhile to students as exercises in logical thinking.

-Have students label objects in the room by taping words to them.

-Ask students to name ten items in the class environment. Which are similar and how; which are different and how? How else could they be grouped?

-Use the flag for math and counting exercises: numbers of red and white stripes can be counted; rows of stars multiplied, for example.

-As a regular assignment, ask students to bring a word with them each time class meets. Affix all students' words to a surface in the room. There are all sorts of possibilities here for a growing, changing class collage of words.

-Consider the reading materials available for study on billboards, in street and traffic signs, and in stores. Weather and distance allowing, take students into the community in small groups for experiences in reading signs and notices.

FOOD

If there is any subject of universal interest, it must be food. All the world seems to be occupied with eating, eating soon, eating again, or wishing they could either find enough to eat or hadn't eaten so much. Food is an interesting topic, one you will find useful as you cook up various activities to enrich your students' skills.

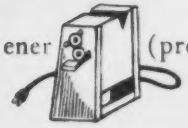
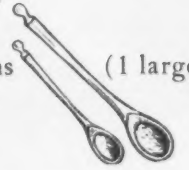
Since food is strongly associated for most people with friendliness and sociability, it can provide the focus for occasional ABE conviviality, as students prepare and share dishes they have made. In teacher-training workshops last fall, we heard several enthusiastic reports of how a single, inexpensive edible item brought to an ABE class contributed to a warm, social climate by encouraging group interaction. In more practical ways, the experience provided the stimulus for various kinds of reading, writing, and computational activities involving food. The halo effects of a pleasurable adult experience lingered long after the food was gone.

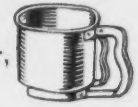
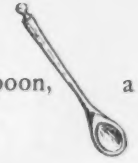
Any class activity with a food focus can involve students in decisions about what to serve and how much to buy. Students would need to get total estimated costs; to shop for the best buys; to store different foods in different ways; to prepare foods by measuring and carrying out instructions; to serve food appropriately; and to make decisions about post-party arrangements. In all of these, they would be reading, writing, talking, listening, computing, and measuring.

Nutrition itself is a topic around which classwork can be centered. As you know, the "Basic Seven" has been revised to the "Basic Four." Many exercises can be built around planning menus, planning low cost meals, identifying high value foods, meeting special diet needs, and comparison shopping.

Introducing foods from different cultures can expand students' perspectives and at the same time offer new language and eating experiences.

Food labels, food ads, food books, and food utensils--as well as actual three-dimensional food--are some of the physical resources that can be utilized in an enriched ABE curriculum. Food is interesting, appealing, and useful for more than eating.

chopping knife, a set of graduated glass measuring cups (1 to 4 cups), a can opener and a knife sharpener  (preferably electric), an additional set of metal measuring spoons, a large strainer, a small strainer, a 4½-quart heavy metal Dutch oven, a 9-inch pie plate, a loaf pan (8½ x 4½ x 2½ inches), a nest of aluminum funnels, an electric mixer, a jar opener, a lid lifter, two wooden spoons  (1 large and 1 small), a large 8-

measuring cups (¼ to 1 cup), a standard set metal measuring spoons, a nest of mixing bowls, a can opener, a beer-can opener, a flour sifter,  a grater with assorted grating surfaces, a lemon squeezer, a funnel, a medium-size strainer, a 8-inch pie plate, a pair of kitchen tongs for turning bacon, chops, etc., as they cook, a rotary beater, a colander, a wooden spoon,  a pair of kitchen

Cookbooks

Consider the following suggestions for using cookbooks in your curriculum.

-Help students read all the words in a specific recipe. These words can be grouped as ingredients, measures, utensils, and cooking processes.

-Give students practice in actually measuring ingredients. Use water, for example, to demonstrate that two half-cups equal one cup. Have students convert measurements. Use fractions of cups, tablespoons, teaspoons, pounds and ounces.

-Ask students to double or halve a recipe -- or to calculate the amounts necessary to serve 20.

-Have students plan one-day nutritional menus for weight gain diets, weight loss diets, specialized diet problems, and low cost eating. Compute calories and nutrients from cookbook charts; estimate costs.

-Use cooking utensils as a focus for more word and measurement study. From a collection of pots and pans, measure dimensions and volume; compare uses of each. List advantages and disadvantages of utensils made of different materials.

-Have students read examples of oven temperature dials and cooking thermometers.

-Have class members compile a booklet of favorite recipes. More advanced students can take on the job of arranging recipes from many sources into a consistent format, editing, sequencing, developing a table of contents, and preparing the "book" for multiple copies.

-Whether commercial cookbooks or ABE students' own recipe collections are used, recipes can serve as auxiliary readers. Specialized food vocabularies can be developed; measurements can be discussed; and facts about nutrition and food storage can be considered.

-Read a list of foods to students. Have them find the appropriate page numbers in a cookbook index.

-Have students demonstrate their skills in cooking. Have all class members of both sexes describe a dish they make. Reading work can utilize students' own words, as you transcribe them in written form; listening work can involve students in repeating instructions. Students can be asked to write the recipe they heard described: they can do computational work in estimating cost of the completed dish as compared with a similar prepackaged food or served in a restaurant.

GAMES

Adult students differ drastically from one another in their liking for games related to learning. Some consider games childish and resist getting involved with them; others enjoy the fun, stimulation, and competition that structured games can provide. Whether you choose to use games as part of your students' learning experience will depend on how you think they will respond and benefit.

Many games have educational value in their original form. Card games call for visual discrimination, number sequencing, addition and subtraction, and strategy. Bingo requires players to translate number words to their printed equivalent; Yahtzee involves counting, understanding directions, addition, and strategy; and Scrabble requires the player to form words from letters. These games, of course, are just a few of the many on the market which could be used in the classroom.

Commercially available games can also be adapted to teaching purposes. Scrabble letters can be used for exercises in prefixes and suffixes; cards and dice can be tools for counting, ordering, and computation. Columns on bingo cards can be added and then divided for averages. Totals from one column could be subtracted from another, or entire cards summed.

Bingo can be adapted in many ways to serve vocabulary-building purposes. Words can be used instead of numbers. Students can be directed to place a marker over a word you read or over a word with the same beginning or ending, the same vowel sound, or the opposite meaning of the word you read.

Construction of games need not be all your doing. A sheet of paper divided into 25 boxes can be given to students with instructions to randomly copy a list of words into the spaces from a lesson vocabulary. Students can design their own dice games for practice in addition or in the use of "greater than," "equal to," or "less than" symbols.

Both you and your students can construct word games relating to any lesson. Crossword puzzles, scrambled words, hidden words, and making smaller words out of large ones are all possibilities. There is no end of exercises you can develop which will provide students with meaningful drill and interesting and applied experience with the written components of language. Go to it!

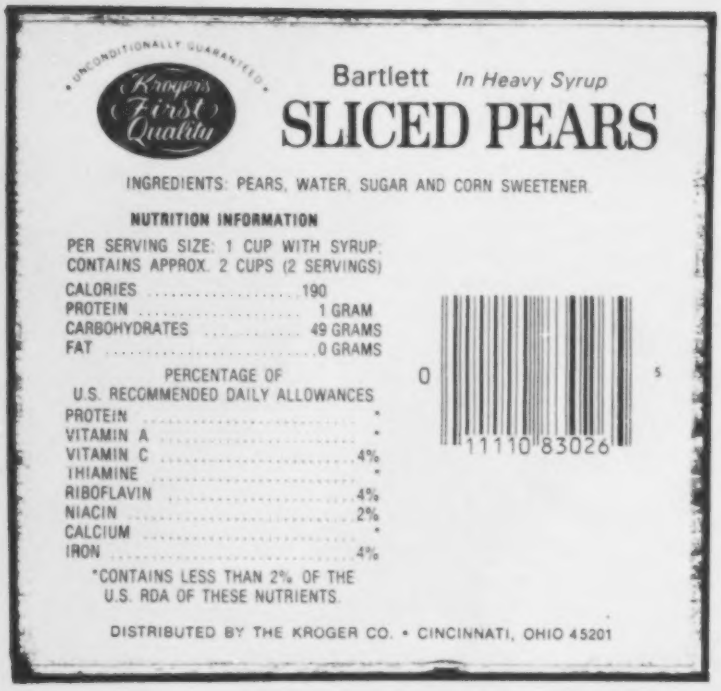
LABELS

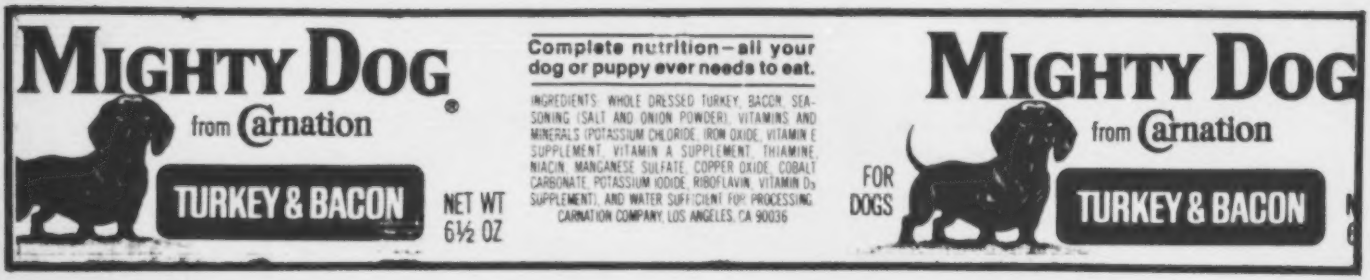
Consumer economics can be a principal focus in the use of product labels. Labels can be used to demonstrate, illustrate, and describe the virtues and dangers in common-place products. At the same time, examination of labels can sensitize students to misleading advertising approaches and thereby facilitate intelligent buying behavior. You will find it helpful to generate a varied collection of labels and to mount them on heavy paper to serve as useful teaching tools over a period of time.

Labels can be used to improve reading skills: word recognition, word attack skills, vocabulary, and reading for details are all teachable using everyday labels as readers. Weights and prices of products can be categorized; their sizes can be measured.

Statements of fact and persuasion included in product labels deserve a broader educational focus as well. Nutrition information on food labels, precautions on over-the-counter drug labels, antidotes on pesticide labels, directions on detergent labels, and home care instructions on clothing labels can all be used for learning exercises. The advertising focus of the product can be examined and evaluated.

You may find it worthwhile practice for your students to write letters registering complaints, expressing appreciation, or requesting "money-back" for unsatisfactory product experience.


UNCONDITIONALLY GUARANTEED
Kroger's First Quality
Bartlett In Heavy Syrup
SLICED PEARS
INGREDIENTS: PEARS, WATER, SUGAR AND CORN SWEETENER.
NUTRITION INFORMATION
PER SERVING SIZE: 1 CUP WITH SYRUP;
CONTAINS APPROX. 2 CUPS (2 SERVINGS)
CALORIES 190
PROTEIN ..... 1 GRAM
CARBOHYDRATES ..... 49 GRAMS
FAT ..... 0 GRAMS
PERCENTAGE OF
U.S. RECOMMENDED DAILY ALLOWANCES
PROTEIN ..... *
VITAMIN A ..... *
VITAMIN C 4%
THIAMINE ..... *
RIBOFLAVIN 4%
NIACIN 2%
CALCIUM ..... *
IRON 4%
*CONTAINS LESS THAN 2% OF THE
U.S. RDA OF THESE NUTRIENTS.
0 11110 83026 5
DISTRIBUTED BY THE KROGER CO. • CINCINNATI, OHIO 45201


MIGHTY DOG
from Carnation
TURKEY & BACON
NET WT 6½ OZ
Complete nutrition—all your dog or puppy ever needs to eat.
INGREDIENTS: WHOLE DRESSED TURKEY, BACON, SEASONING (SALT AND ONION POWDER), VITAMINS AND MINERALS (POTASSIUM CHLORIDE, IRON OXIDE, VITAMIN E SUPPLEMENT, VITAMIN A SUPPLEMENT, THIAMINE, NIACIN, MANGANESE SULFATE, COPPER OXIDE, COBALT CARBONATE, POTASSIUM IODIDE, RIBOFLAVIN, VITAMIN D3 SUPPLEMENT), AND WATER SUFFICIENT FOR PROCESSING.
CARNATION COMPANY, LOS ANGELES, CA 90036
MIGHTY DOG
from Carnation
FOR DOGS
TURKEY & BACON

Campbell's
Chicken ALPHABET
REG U.S. PAT OFF.
M'm! M'm! Good!
Alphabet Soup
with Pieces of Chicken
Kids of all ages are sure to love the tasty chicken, vegetables and large macaroni letters that spell F-U-N in every bowl.
Campbell's
CONDENSED
NEW!
INSPECTED U.S. DEPARTMENT OF AGRICULTURE
WT. 10¾ OZ. (305 GRAMS)
INGREDIENTS: CHICKEN STOCK, EN
ED ALPHABET MACARONI, CAR
, CHICKEN MEAT, CELERY, WATER,
, GREEN BEANS, PEAS, SALT, PO
STARCH, SWEET PEPPERS, MAR
NE, CHICKEN FAT, SUGAR, YEAST
RACT AND HYDROLYZED VEGE
E PROTEIN, MONOSODIUM GLUTA
E AND NATURAL FLAVORING.
MPBELL SOUP COMPANY
MDEN, N.J., U.S.A. 08101
0 51000 02261 6
DIRECTIONS
Empty soup into pan. Stir in 1 can of water. Heat to full boil, stirring occasionally. Makes about 2½ cups of soup.
Chicken ALPHABET
CHICKEN & ALPHABET MACARONI IN A GOLDEN BROTH
SOUP
NET WT 10¾ OZ

Labels

Using labels such as those from cereal boxes, aspirin, detergents, and foods, consider a focus on:

shapes and sizes
weights
ingredients
vitamins
recycling

expiration dates
metric measures
nutrition
fabric care
recipes

price
sales
abbreviations
numbers
temperatures

packaging
coupons
patents
cooking terminology
percentages

textures of containers and products
content categorization
measurement
substitutes

computer coding
preservation
preservatives
logos
guarantees

purposes
science
caloric value
fractions

manufacturing processes
drug education
volume
words
marketing

package materials
uses of empty container
order blanks
calories

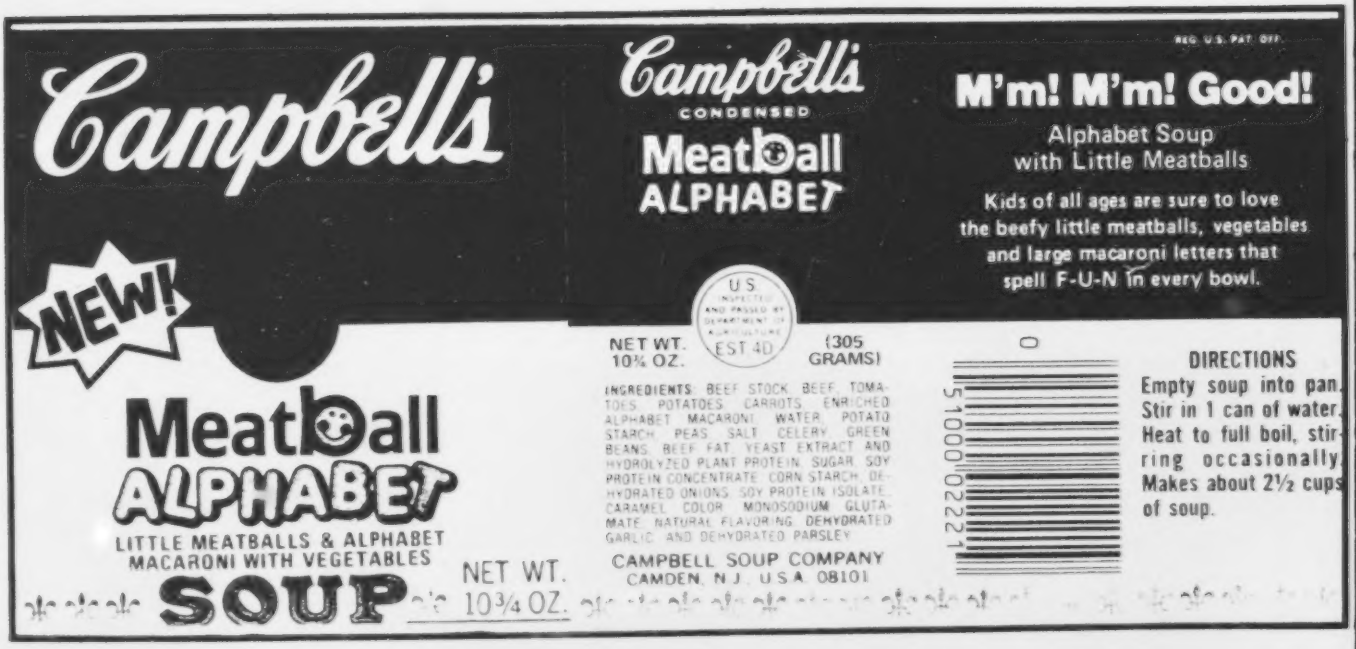
USDA inspections
colors
discount prices
advertising
value

geography (product origin)
copyrights
costs per unit
storage of products
math computations

warnings of dangers
brand names
convenience foods
student experience

substances
bargains
propaganda
special offers
trademarks

classification
pollution
coupons
values


Campbell's
NEW!
Meatball
ALPHABET
LITTLE MEATBALLS & ALPHABET
MACARONI WITH VEGETABLES
SOUP
NET WT. 10¾ OZ.
Campbell's
CONDENSED
Meatball
ALPHABET
REG. U.S. PAT. OFF.
M'm! M'm! Good!
Alphabet Soup
with Little Meatballs
Kids of all ages are sure to love the beefy little meatballs, vegetables and large macaroni letters that spell F-U-N in every bowl.
U.S. INSPECTED AND PASSED BY DEPARTMENT OF AGRICULTURE EST 40
NET WT. 10¾ OZ. (305 GRAMS)
INGREDIENTS: BEEF STOCK, BEEF, TOMATOES, POTATOES, CARROTS, ENRICHED ALPHABET MACARONI, WATER, POTATO STARCH, PEAS, SALT, CELERY, GREEN BEANS, BEEF FAT, YEAST EXTRACT AND HYDROLYZED PLANT PROTEIN, SUGAR, SOY PROTEIN CONCENTRATE, CORN STARCH, DEHYDRATED ONIONS, SOY PROTEIN ISOLATE, CARAMEL COLOR, MONOSODIUM GLUTAMATE, NATURAL FLAVORING, DEHYDRATED GARLIC, AND DEHYDRATED PARSLEY.
CAMPBELL SOUP COMPANY
CAMDEN, N.J., U.S.A. 08101
0 51000 02221
DIRECTIONS
Empty soup into pan. Stir in 1 can of water. Heat to full boil, stirring occasionally. Makes about 2½ cups of soup.

Star-Kist
FANCY ALBACORE
SOLID WHITE TUNA
in spring water
NET WT. 7 OZ
NUTRITION INFORMATION
PERCENTAGE OF RECOMMENDED DAILY ALLOWANCE (RDA) PER CAN CONTENTS
Heinz
NET WT. 7 OZ

Kroger's First Quality
APPLESAUCE
INGREDIENTS: APPLES, SUGAR, WATER, SALT AND CITRIC ACID, ASCORBIC ACID ADDED TO PRESERVE COLOR AND FLAVOR
SIZE OF CAN
APPLESAUCE ABOUT 2 CUPS
USES: Chill and serve plain or with brown sugar, cinnamon, and nutmeg added. Good in pies, puddings, cakes, tarts, and cookies.
0 11110 81902 4
APPLESAUCE MERINGUE PIE
1 9-inch baked pastry shell
No. 303 can Kroger Applesauce
1½ cups prepared mincemeat
½ cup light brown sugar, firmly packed
3 egg whites, slightly beaten
½ teaspoon vanilla
¼ teaspoon cream of tartar
6 tablespoons granulated sugar
In saucepan, combine applesauce, mincemeat, and brown sugar. Heat to boiling; simmer, uncovered, 15 minutes. Spoon into baked pastry shell. In deep, narrow bowl, combine egg whites, vanilla, and cream of tartar; beat until soft peaks form. Add granulated sugar, 1 tablespoon at a time, while beating egg whites until stiff. Spread meringue over hot filling, sealing meringue to edge of pastry shell to prevent shrinkage. Bake in preheated 350° oven 12-15 minutes or until meringue is golden brown. Serves 8.
DISTRIBUTED BY THE KROGER CO. • CINCINNATI, OHIO 45201

Food Labels

Request that each student bring a food product label from home. To give students practice in reading for detail and also to demonstrate the lack of complete information on many product labels, have students chart the following information:

name of product
price
name and address of distributing company
ingredients
number of portions and cost per portion
nutritional information
other information (inspections, recipes, suggested uses, directions)

From soup label:

- -What do the abbreviations "Reg. U.S. Pat. Off." mean?
- -Define the words "condensed," "concentrate," "dehydrated," "extract," "isolate."
- -Identify which words and sentences on the label are used more for advertising than for giving information.
- -From the long list of ingredients, which are common foods and which are unfamiliar?

From tuna label:

- -In addition to tuna, what is in this can?
- -Which special diets might avoid this product?
- -Which two Recommended Daily Allowances are met completely by seven ounces of tuna?
- -How many calories are there in two ounces of tuna?
- -Is tuna a good product for a low-carbohydrate diet?
- -Which Recommended Daily Allowances are not found at all in this product?
- -To which basic food group does this product belong?

From applesauce label:

- -To which basic food group does this product belong?
- -Applesauce is usually made from apples, sugar, water, and salt. Which other ingredients were used in this commercial product?
- -Two cups is approximately how many ounces?
- -Divide recipe ingredients by one-half for a small pie.
- -What other kinds of recipes can you develop for this product?

LETTERS

We are not born with the ability to write correct and effective letters, but this skill on occasion is very important to adults. As we help ABE students learn to write functional letters, we open new possibilities for expression, enjoyment, efficiency, involvement, and accomplishment. Letter writing provides excellent practice in spelling, sentence-structure, and punctuation, but it also helps to develop functional coping skills. Once again, we suggest that you assign write-a-letter exercises on the basis of particular student interests and needs. Include notes and postcards as well as more formal letters as writing assignments.

-Discuss the purposes served by letters. Have students compile lists of the kinds of letters they need to write--or wish they could.

-Develop a list of "rules" for neat letters.

-Collect a variety of readable and not so readable letters. Have students identify the principal sections of each letter, including the heading, greeting, body, closing, and signature.

-Have beginning-level students dictate short letters to you which meet some real communication need they have. Return completed letter to them for reading practice.

-Have the student write an out-of-town friend describing some local event.

-Have students order merchandise by letter from advertisements in the paper.

-Have students write a "Letter to the Editor."

-Have students write letters in reply to employment ads.

-Have students write notes to their children's teachers requesting conference appointments.

-Have students write a letter to a manufacturer explaining dissatisfaction with a product.

-Have students write for information on a career that interests them. Use addresses given in the brochures and occupational information available at state employment agencies.

MAGAZINES

Magazines offer a wealth of teaching/learning opportunities, and most of you are already using them extensively. Like the other materials described in this book, magazines are free, if you and your students bring them from home, and written specifically for adults. Magazine articles relate directly or indirectly to a wide range of coping skills and student interests. Because they are full of words and numbers, magazines can be useful tools for teaching purposes; they can be potent stimuli for leisure reading as well.

Meeting the student's interest is essential for engaging his/her motivation for learning, and you will want to encourage students themselves to select those magazines in which they have a keen interest. For some adults, learning to read children's magazines may be terribly important, since it could enable them to read to their own children. Many specialized publications on the market will appeal to other reluctant or unskilled readers: CB journals, magazines for dieters, gun digests, football yearbooks, "girlie" (and now, boy-ie?) magazines are examples.

Articles which focus on everyday coping skills are commonplace in monthly magazines. Some topics that receive regular coverage are home decorating, home care, nutrition, parenting, energy saving, vacations, budgeting, grooming, health care, safety, and leisure. A variety of cultures, events, and famous personalities are described which may interest some adult readers enough to motivate them in the struggle to read unfamiliar material.

QSL--Bible Verses And Naked Ladies

By KEN WORTH

If you want to know how serious a CBer is about his hobby, ask him for his QSL card.

You can just about bet if he's got cards, that he's not into CBing just to beat the bears.

Nope. The CBer with QSL cards is serious about the thing. He, or she, probably has a base unit, a mobile unit and is thinking about putting up a beam at home.

These are the people who care enough about CBing to want to have something material—a card from another CBer—to prove who they've talked to or who they've met.

And their cards are something very personal. Designing a card is sort of like picking a handle. Usually, a lot of thought goes into it.

CBers put all sorts of things on their cards—funny little cartoons, Bible verses, pictures of their favorite more something to collect, so they collect the cards whether or not actual contact has been made.

I've known of people with 500 or more cards who haven't talked to a tenth of the CBers who sent or gave them cards. Most of the cards came from swaps at jamborees.

Some of the cards were funny, but the more important thing was that they were from far, far away. Imagine the non-CBing neighbor gazing at the cards on the wall.

"Say," he asks, "did you really talk to some guy in Venezuela?"

The card catches his attention. I might add, because it has a four-color photo of a naked native woman on it.

"Oh yeah," the CBer answers, knowing all along that a friend actually worked the Venezuela CBer. The CBer who talked to Venezuela gave him the South American address and asking for as many as 20 extras that they could "pass out" at the club meetings.

The fun of sending out cards began to end the third time he had to have a new batch printed. He realized that his hobby was subsidizing the local printer and the U.S. Postal Service.

He had one more batch of cards printed after that, but these had a photo of his pickup truck on them instead of the "skip talking license."

If you decide to get into card swapping, remember that little story. For some reason, you may find yourself dissatisfied with your first card design. That's only natural. If you're like most of us, you probably changed your handle a couple of times before settling on what you have now.

Whether you've already got cards or you're considering having some

UNTOLD TALES ABOUT THE RICH AND FAMOUS

Sometimes the best stories about people don't get printed until long after they happen. Here are some that will make you laugh—and cry. By Joe McCarthy

Getting to know well-known people well enough to write about them often involves finding out about things that they do not want to talk about. Sometimes these are nice things, like the white doves that Clark Gable kept behind the garage on his estate.

One evening in 1955, I was dining with Gable at his house in Encino, Calif. With us was Kay Spreckles, who later became Gable's fifth and last wife. The actor was very proud of his handsome white brick house. "Looks like an Eastern house, doesn't it?" he said. A Pennsylvania Dutchman, Gable hated California architecture along with everything else in Hollywood. He talked about the surrounding countryside in the San Fernando Valley and how it had changed in recent years. "When I bought this place back in the Thirties," Gable told me, "I could saddle up my horse, Sunny, and ride across the hills from here to the ocean at Santa Monica without seeing another house." He added that he had given up his horses and that the only animal left on the place then was a tiny burro that Grace Kelly had few days later I managed to find out that there was one.

Gable's first formal date with Carole Lombard, the great love of his life, was the night in 1935 when he escorted her to the Academy of Motion Picture Arts and Sciences' Ball. Ladies were asked to wear white at the ball. Carole Lombard decided to get really into the spirit of the thing. She arrived in a white ambulance and was brought into the ballroom on a white stretcher carried by two white-uniformed attendants.

During the evening Carole and Clark quarreled, and she left him. At the time he was living in the Beverly Wilshire Hotel, having separated from his second wife, Ria Langham Gable, a wealthy Houston socialite who was 17 years older than he was. When Gable awoke the morning after the ball, he found two white doves in the room, a peace offering from Carole. She had bribed a bellboy to sneak the birds into the room while Clark slept. The flock of doves that he had on his estate at Encino were descendants of those two that he found in his room at the Beverly Wilshire 20 years before.

Magazines

Assuming that magazines potentially offer at least something for everybody, the trick is to match student interests with particular articles. The reading level may not correspond perfectly with the student's ability, but with sufficient motivation and some help from you, most adults can make meaningful contact with the content. Students can be asked to read for the general idea, to specify particular details, to compare authors' opinions with their own, and to describe an article to the class. You may want to prepare some worksheets using particular articles with special appeal; such worksheets and articles are fine to have on hand as general teaching resources.

Using content of magazine articles:

-Some articles lend themselves well to outlining exercises.

-You might rewrite a paragraph omitting punctuation. Students can be asked to supply suitable punctuation before comparing their work with the original.

-Advanced ABE students can be asked to write an article or story on a topic similar to one they have read, using additional resources and reference material.

-Occupational knowledge can be enhanced by the use of articles relating to jobs. Students could identify jobs in the magazine field and discuss qualifications for employment. The class could develop a list of occupations of persons referred to throughout the magazine.

-Magazines often contain articles on how to make something; home repair, recipes, and craft ideas are common topics. Working with these articles, students can both increase their ability to follow directions and have the satisfaction of accomplishment that attends getting things done.

-The function of a table of contents can be demonstrated.

-Several different literature forms can be examined and contrasted, including fiction, non-fiction, and poetry.

-Many letter writing exercises can be introduced in relation to magazines: students can be asked to write letters of opinion to the editor, letters requesting product information, letters to begin subscriptions, and letters to answer the classified ads which some magazines contain.

AROUND THE HOUSE

Housekeeping tips, products that help

A storage chart for refrigerated foods

Questions I'm Asked About Pets

myths about energy-saving may cost you money

HOW TO SPOT Bargains IN USED FURNITURE

Good tips to help you get a job

Speaker for the House

News and Opinions, Mad and Glad, on Products, Ads and Services

Understanding those new furniture labels

Magazines

Using pictures in magazines, have students:

-Label the parts of a picture.

-Describe pictures.

-Write sentences or stories about pictures.

-Match pictures with words.

-Make collages on a topic.

-Find pictures to fit categories such as animals, minerals, plants, tools, food groups, and sports.

-Name colors seen in pictures and write those words.

-Discuss the proverb, "One picture is worth a thousand words."

Using words in magazine articles:

-Have students locate examples of possessives and plurals, capitalization rules, particular consonant and vowel sounds, prefixes and suffixes, compound words and hyphenated words, antonyms and synonyms, and parts of speech.

-Have students isolate any words they do not understand; use these for vocabulary development.

Using numbers in magazines, have students:

-Use coupons to compute percentages of savings.

-Use recipes to teach measurements and fractions.

-Use page numbers to compute what portion of the total magazine any article consumes.

-Cut magazines apart and reassemble in proper page number sequence.

-Fill out order blanks and compute item cost, taxes, shipping charges, and total cost of merchandise.

-Convert size and weight figures to metric system.

-Interpret statistics in sports magazines.

-Compute savings in yearly subscriptions over newsstand prices.

Remington 3200 Competition Trap: 12 gauge

Remington 3200 Competition Skeet: 12 gauge

Remington 3200 Field: 12 gauge

Remington 3200 Trap: 12 gauge

Remington 3200 Skeet: 12 gauge

REMINGTON 3200 SPECIFICATIONS—FIELD GRADE

STYLE: Over-and-Under Shotgun. **GAUGE:** 12. **CHAMBER:** 2¾" standard velocity, "Express", and 2¾" Magnum shells. 3" Magnum model chambers 3" Magnum and all 2¾" shells. **CAPACITY:** 2-shot. **BARRELS:** Ventilated rib. Special Remington proof steel. Separated design. Tapered barrels on Magnum models. Extra barrel sets not available. **FRAME:** Machined steel with sliding top lock. Shield-covered breech. Hammers cock on breech opening. Sides embellished with pointing dogs. **EJECTORS:** Automatic. Fired shells eject on opening. Unfired shells remain in chamber but are raised above chamber level for easy manual extraction. **SAFETY & BARREL SELECTOR:** Combination manual safety and barrel selector mounted on top tang. Left for bottom barrel, right for top barrel, middle position for safety on. **TRIGGER:** Single selective, ⅞" wide. Crisp with extra fast lock time. **SIGHTS:** Metal bead front. **STOCK & FORE-END:** American Walnut with Du Pont RK-W wood finish. Checkering cut 20 lines to the inch. Rosewood toned grip cap and checkered butt plate. Magnum models fitted with recoil pad. Semi-beavertail fore-end. **STANDARD STOCK DIMENSIONS:** 14" long, 2½" drop at heel, 1½" drop at comb. **OVERALL LENGTH:** 43" with 26" barrels. **AVERAGE WEIGHT:** 7¼ lbs. with 26" barrels.

REMINGTON 3200 SPECIFICATIONS—SKEET

All specifications are same as Remington 3200 Field Grade guns, except: **BARREL SELECTOR:** Skeet models can be locked on desired barrel selection. **SIGHTS:** Ivory bead front, white metal middle. **STOCK & FORE-END:** Full beavertail fore-end. Recoil pad. **STOCK DIMENSIONS:** 14" long, 2½" drop at heel, 1½" drop at comb. **OVERALL LENGTH:** 44½" with 26" barrels. **AVERAGE WEIGHT:** 7¼ lbs. with 26" barrels.

REMINGTON 3200 SPECIFICATIONS—TRAP

All specifications are same as Remington 3200 Field Grade guns, except: **BARREL SELECTOR:** Trap models can be locked on desired barrel selection. **SIGHTS:** Ivory bead front, white metal middle. **STOCK & FORE-END:** Full beavertail fore-end. Recoil pad. **STOCK DIMENSIONS:** 14½" long, 1½" drop at heel, 1½" drop at comb. Monte Carlo: 14½" long, 2" drop at heel, 1½" drop at comb, 1½" drop at Monte Carlo. **OVERALL LENGTH:** 47½" with 30" barrels and recoil pad. **AVERAGE WEIGHT:** 8¼ lbs. for gun with 30" barrels.

REMINGTON 3200 SPECIFICATIONS—COMPETITION SKEET AND TRAP

All specifications are same as Remington 3200 Standard Skeet and Standard Trap, except: **FRAME:** Sides embellished with gilded "Competition" designation and scrollwork. **TRIGGER:** Engraved guard. **STOCK & FORE-END:** Optional Satin or RK-W finish. Select fancy wood with cut checkering on stock, side panels and fore-end. Checkered contoured pistol grip. Engraved fore-end latch plate. Presentation style recoil pad.

12 GAUGE	Stock Finish	Order Nos.	Suggested Retail Price
Remington 3200			
30" Mod./Full	RK-W	3201	$695.00
28" Mod./Full	RK-W	3203	695.00
26" Imp. Cyl./Mod.	RK-W	3205	695.00
Remington 3200 3" Magnum			
30" Full/Full	RK-W	3241	720.00
30" Mod./Full	RK-W	3243	720.00
Remington 3200 Skeet			
28" Skeet/Skeet	RK-W	3209	735.00
26" Skeet/Skeet	RK-W	3211	735.00
Remington 3200 Trap			
32" Imp. Mod./Full	RK-W	3213	765.00
32" Imp. Mod./Full/Monte Carlo Stock	RK-W	3219	765.00
30" Full/Full	RK-W	3215	765.00
30" Imp. Mod./Full	RK-W	3217	765.00
30" Full/Full/Monte Carlo Stock	RK-W	3221	765.00
30" Imp. Mod./Full/Monte Carlo Stock	RK-W	3223	765.00
Remington 3200 Competition Skeet			
28" Skeet/Skeet	Satin	3237	835.00
26" Skeet/Skeet	Satin	3239	835.00
28" Skeet/Skeet	RK-W	3247	835.00
26" Skeet/Skeet	RK-W	3249	835.00
Remington 3200 Competition Trap			
32" Imp. Mod./Full	RK-W	3271	865.00
30" Full/Full	RK-W	3273	865.00
30" Imp. Mod./Full	RK-W	3275	865.00
32" Imp. Mod./Full/Monte Carlo Stock	RK-W	3277	865.00
30" Full/Full/Monte Carlo Stock	RK-W	3279	865.00
30" Imp. Mod./Full/Monte Carlo Stock	RK-W	3281	865.00
32" Imp. Mod./Full	Satin	3283	865.00
30" Full/Full	Satin	3285	865.00
30" Imp. Mod./Full	Satin	3287	865.00
32" Imp. Mod./Full/Monte Carlo Stock	Satin	3289	865.00
30" Full/Full/Monte Carlo Stock	Satin	3291	865.00
30" Imp. Mod./Full/Monte Carlo Stock	Satin	3293	865.00

Magazines

Using magazines for consumer education:

-Compare prices.

-Discuss impulse buying.

-Consider the use of coupons.

-Discuss ads in terms of the truth or misrepresentation of advertising.

-Discuss the appeal of some advertising to the fears, hopes, and fantasies of consumers.

Other uses:

-Have students pool their old magazines for a circulating lending library for the pleasure of ABE students and their families.

-Have students count the words in a short paragraph, line by line, and estimate what the average number of words is for each total page of printed copy. Precede this exercise by asking for guesses from the group about that average number.

-Ask students to tally the number of one, two, three, etc. letter words in a paragraph and to summarize their findings.

-Help students list and study the names of popular magazines. These words can also be cut from old magazine covers and mounted on cards, providing students with a set of words that they repeatedly see on newsstands.

-Ask students to speculate about who is likely to read which magazines.

-Ask a willing student to research the word "magazine," to define it for the class and to review the different kinds of publications that are so classified.

and more and more and more and more and more and more

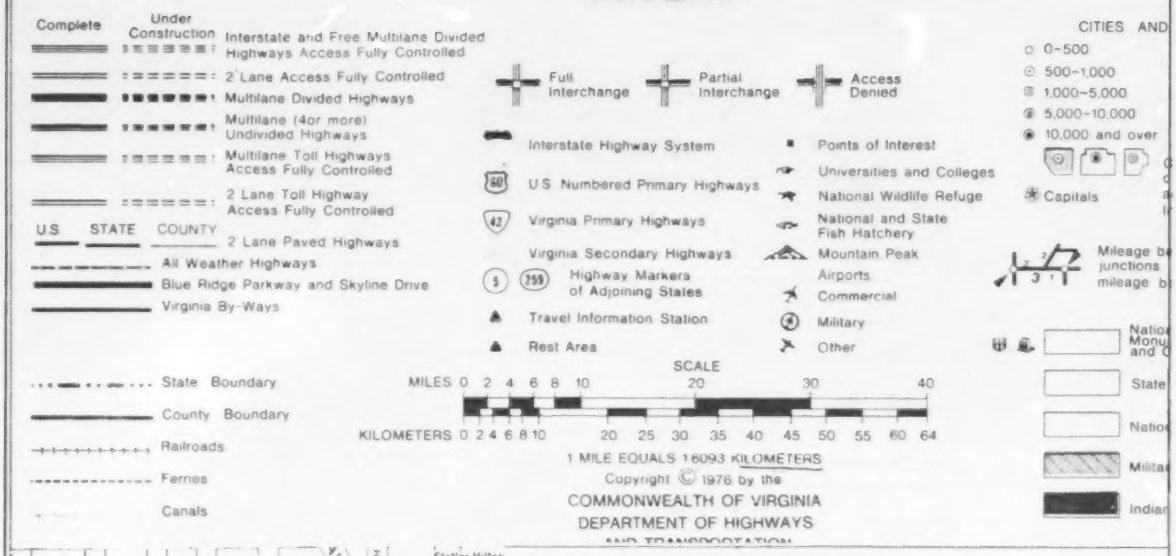
MAPS

The focus of this book is the use of commonplace materials from the everyday environment to extend and enrich the adult student's learning. Maps are yet another ordinary resource that can be made to perform extraordinary service as a teaching/learning device. They have the virtues of being free, readily available in multiple copies, and full of words for teaching reading and numbers for mathematical computation. Moreover, maps are very much part of the real world and thus relate to a wide range of adult coping skills. Because maps are untraditional as "textbooks"--they have a certain outsized visual drama about them--they can provide a disarmingly fresh learning experience to adults whose experience with typical academic materials has been unfavorable. They can also contribute concretely to enlarging the student's perspective of the physical world.

Beyond learning to interpret and use a variety of commercial maps, students can be encouraged to map their own immediate neighborhoods. Concepts such as scale, symbols, and distances can be taught through this individualized assignment. Using words from their own environment as labels for these personal maps, ABE students further master their skills in word recognition, word attack, and spelling. A logical consequence of this should be increased competence and confidence.

In drawing their personal maps, students would be identifying parts of the community significant in their lives: home, place of work, school, church, and shopping areas. Math problems can be developed logically from each student's map: how far to class if you come directly from work? How far do you travel each day? What is the fastest route from work to home? How many blocks or miles are saved if you shop on the way home from work rather than making a separate trip?

COMMONWEALTH OF VIRGINIA
STATE HIGHWAY SYSTEM
LEGEND



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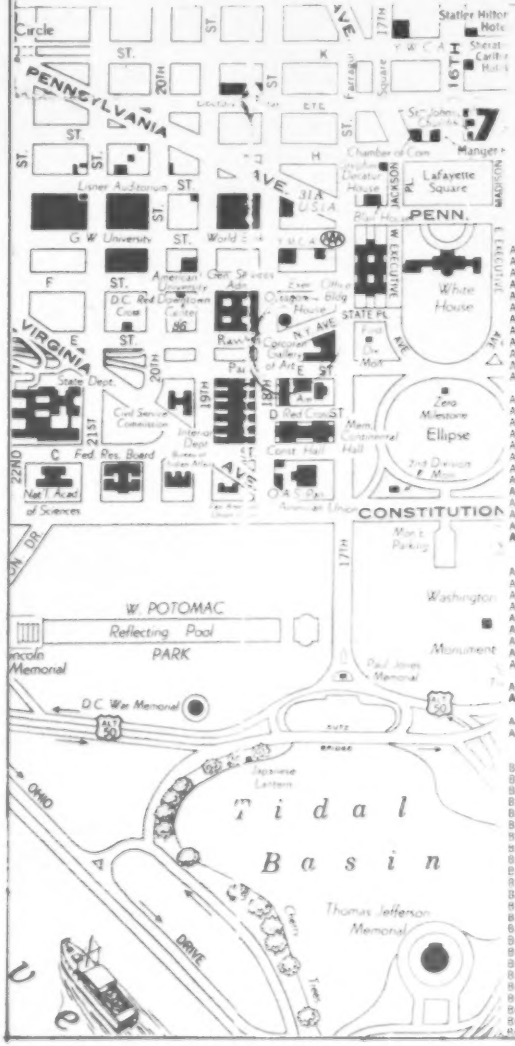
COMMONWEALTH OF VIRGINIA
DEPARTMENT OF HIGHWAYS
AND TRANSPORTATION



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Maps

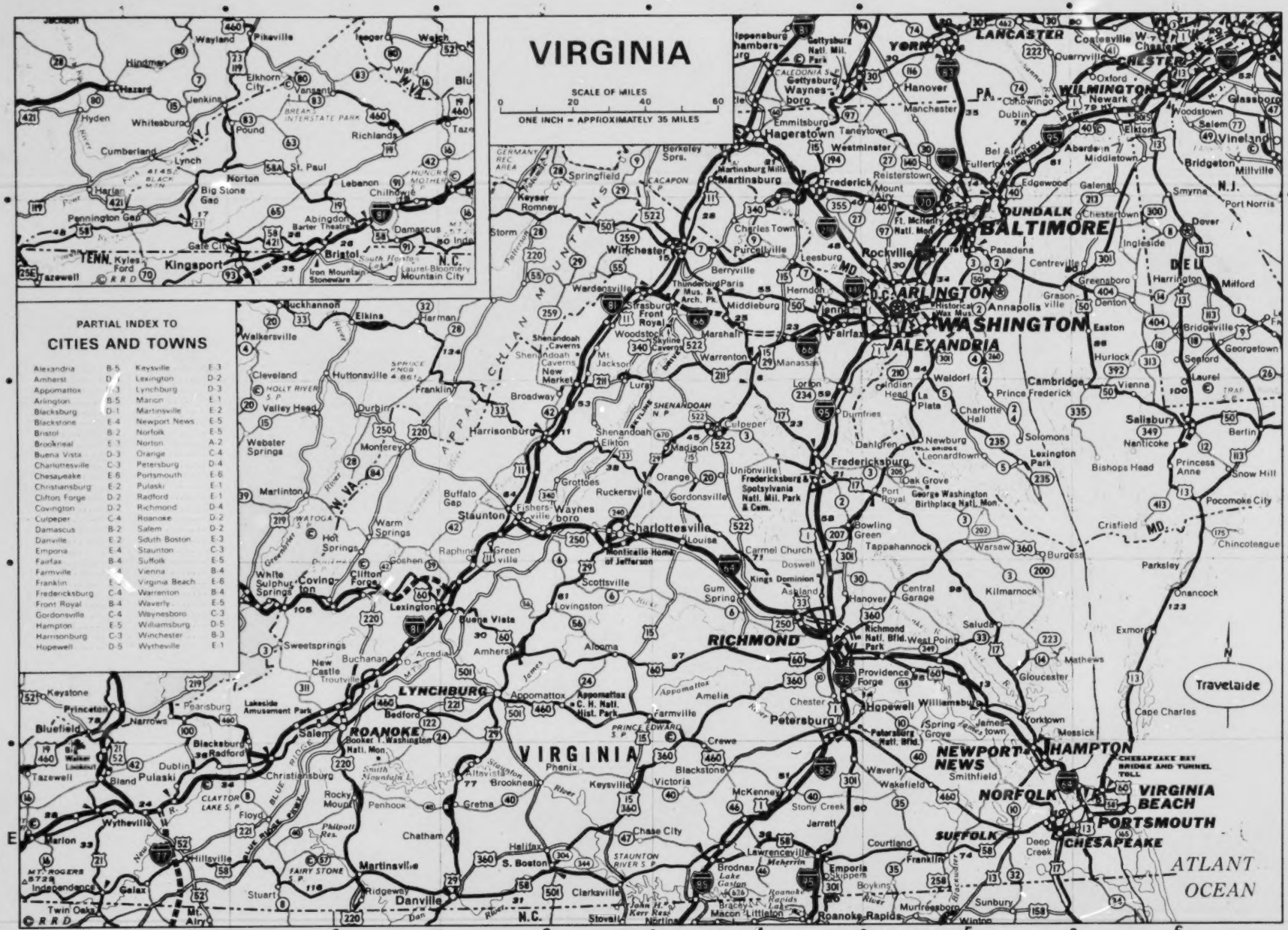
More specifically, maps can be made to serve the following educational purposes -- among many more that you will devise in working with your students.

Using words on a map, have students work with:
- -word recognition.
- -word attack skills for pronouncing unfamiliar words.
- -finding words with similar beginnings or endings.
- -defining the meaning of geographical terms.
- -identifying and decoding abbreviations.

Using numbers on a map, have students:
- -compute distances between two locations.
- -determine distance of alternative routes between two locations and consider factors of permissable speed, absolute distance, and scenic attractions and distractions.
- -use mileage scale to compute distances.
- -calculate gas mileage and cost from one place to another.
- -convert mileage figures to metric system.
- -compare population sizes of cities in several counties.

Map reading skills:
- -interpreting map symbols, legends, graphs and charts.
- -interpreting road signs.
- -interpreting index.
- -interpreting international symbols.
- -understanding numbering system for highways.
- -understanding boundary indicators.

Related coping skills:
- -concept of directions: N, S, E, W; use of compass; "reading" nature's signs.
- -understanding geographic concepts; terrain, climate, time zones; cartography; natural geographical barriers, waterways, latitude and longitude.
- -planning trips.
- -keeping expense records of trips.
- -appreciation of U.S. cultural heritage through contact with historical landmarks.
- -comparison of costs of different types of transportation in different situations.
- -driving regulations and road safety.
- -procedures for reporting accidents.
- -entertaining children on trips.
- -locating recreational possibilities.
- -writing letters to state parks and departments of commerce requesting travel information.
- -using the services of travel agents.


VIRGINIA
SCALE OF MILES
0 20 40 60
ONE INCH = APPROXIMATELY 35 MILES
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ARLINGTON
BALTIMORE
RICHMOND
LYNCHBURG
ROANOKE
VIRGINIA
NEWPORT NEWS
HAMPTON
NORFOLK
VIRGINIA BEACH
PORTSMOUTH
CHESAPEAKE
SUFFOLK
PETERSBURG
Travelaide
ATLANTIC OCEAN
N.C.
W. VA.
MD.
PA.
N.J.
DEL.
TENN.
Shenandoah National Park
Blue Ridge Parkway
Appomattox C.H. Natl. Hist. Park
Richmond Natl. Battlefield Park
Fredericksburg & Spotsylvania Natl. Mil. Park & Cem.
George Washington Birthplace Natl. Mon.
Booker T. Washington Natl. Mon.
Monticello Home of Jefferson
Chesapeake Bay Bridge and Tunnel Toll
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Maps

Still more specifically, a map like the one on the facing page could be used as the basis of a number of student exercises; the following list only begins to suggest the activities that can be generated from the map as catalyst.

- -Use the index to locate the cities of Culpeper, Bristol, Lynchburg, Williamsburg, and Hopewell on the map.

- -What are the index numbers for Hazard, Ky.; York, Pa.; Abingdon, Va.; Kingsport, Tenn.; and Dover, Del.?

- -Identify and explain the abbreviations in the names Claytor Lake S.P., S. Boston, New Germany Rec. Area, Shenandoah R., W. Chester, Ft. McHenry, D.C., W. Va.

- -Use the scale of miles to determine the approximate distance between Lexington and Harrisonburg; Richmond and Washington, D.C.; Hampton and Port Royal; and Galax and Danville.

- -Compare your figures to the mileage shown on the map itself.

- -Which symbols indicate state boundaries, national capital, interstate highways, national highways, state highways, and unfinished highways?

- -Locate Interstate Highways 81, 85, and 95, then locate Interstate Highways 64, 66, and 70. What generalizations can you make about the numbering system for Interstate Highways?

- -What do the numbers below names of mountains indicate?

- etc. etc. etc. etc. etc. etc. etc. etc. etc. etc. etc.

MEASURES

We are about to suggest another group of materials that provide good excuses for teaching a number of adult coping skills.

There are many occasions when adults need to weigh or measure something, to understand and be facile with equivalents and fractions of wholes. We have found that ABE students can become quite involved in simple exercises in which they actually use measuring instruments to discover relative sizes or weights of different items, both animate and inanimate. Students can be asked to state a measurement in various forms of writing, numerical and linguistic. Sentences can be constructed which incorporate relevant facts.

You can ask students to weigh and measure almost anything--books, objects, and people, including themselves. These weights and sizes can then be compared and exact differences calculated. Volume can also be computed. Concepts of heavier and lighter, more or less, and bigger and smaller can all be dramatically demonstrated.

Some measuring tools you can use are tape measures, steel tapes, yardsticks, small postal scales, food scales, rulers, measuring spoons and cups, pint and quart measures, and sticks. Of course, measuring tools can be used for other than their intended purposes. They can be labeled, described, and even discussed for possible uses besides measurement.

MEDIA

An excellent general strategy in working with students of any age or ability is to assign them projects and tasks which they would be doing even if they were not in a formal learning situation. If you know your ABE students typically watch two or three hours of television nightly, you might use that experience as the basis for learning activities which go beyond the point the student would go without direction.

-Have students locate particular TV programs in a newspaper or T.V. Guide, describe beginning and ending hours, and say how long these programs last.

-After introducing a discussion of the functions and influences of critical entertainment reviews, read a TV program review to your students. Then assign them the pleasant task of seeing a favorite show they would likely see anyway. In class, help students to write their critical review of the show and read it to the class.

-Have students listen carefully as you read a review of some entertainment feature in which they likely have an interest. To help them develop the ability to listen in a focused way, ask questions based on the review.

-Have students informally relate the plots of specific programs. You may want to take their dictation and put key words or phrases on the board for the group to read.

-If you have access to a small portable TV set, try playing the set without sound and asking viewers to write or say what they think is happening. This activity is amusing, but quite stimulating as well. It will give you and your students a chance to think and talk about gestures and about non-verbal communication. Other topics will inevitably suggest themselves.

-While the TV is in the classroom, you and your students as a group could watch something in its entirety. Ask students to note anything of interest for later discussion, to write a summary or to read further on the topic.

-Play the radio for your class for a short period. Have students discuss or write their thoughts about this communication medium. Older students can be encouraged to remember the golden years of radio, when most American families collected around their receivers to hear a wide range of information and entertainment programs. What is the relationship between radio and television as commuication media?

MENUS

In the pages on using food as a topic in the enriched ABE curriculum, we carried on at some length about the universal interest that food seems to have for people, beyond the satisfaction of their basic physiological needs. In the United States, a substantial part of the entertainment dollar of American families is spent in restaurant dining. Because most people eat more than rarely, if less than regularly, in public dining places, menus are part of their ordinary experience. Eating out relates to food and to money, both subjects of interest to most people.

Try using menus as alternative reading and arithmetic materials with your ABE students. You may find them particularly responsive to this kind of learning material, partly because it <u>is</u> so unconventional. In general, try these activities:

- -Initiate discussion of the costs of eating out as contrasted with eating at home.
- -Consider the distinctive approaches and special appeal of different menus.
- -Compare prices for similar dishes in different restaurants.
- -Identify specialty foods on menus from different countries; locate places on the world map.
- -Discuss conventional expectations about tipping.
- -Identify the various occupations associated with food preparation, customer service, and restaurant management. Invite resource persons in to describe these, if students are interested.
- -Locate restaurants on city map. Develop sensible routes for getting there by public transportation or by car, estimating costs of each.
- -Calculate the fraction of the day that restaurants are open daily.
- -Have students select a balanced meal from a menu, using basic food groups as the guide.
- -Involve students in role playing exercises in which they play the role of customers unhappy because the bill is wrong, the food is bad, the service is sloppy or late--the role of waiter or waitress, unhappy because the kitchen is rushed, the diner is cranky, or the work load is overwhelming.

GOOD MORNING

SPECIAL

CHILLED ORANGE JUICE
FRESH, CRISP *SPECIAL* (HIGH PROTEIN CEREAL)
WITH MILK
BUTTERED TOAST
FRESH HOT COFFEE
$1.75

SPECIAL

CONTINENTAL BREAKFAST
CHILLED ORANGE JUICE
CHOICE OF HOT SWEET ROLL
FRESH HOT COFFEE
$1.30

Fruits and Juices

Orange Juice 45-65
Tomato or Grapefruit Juice 45-65
V-8 Tomato Juice 45-65
Stewed Prunes ..... .75
Half Florida Grapefruit ..... .75

From the Grill

Single Egg (any style) 1.20
Two Eggs (any style) 1.65
with Bacon, Ham or Sausage 2.10
Plain Omelet 1.70
with Cheese or Jelly 1.85
with Bacon or Ham 2.20

(Above Orders Include Toast and Jelly and Coffee)

Order of [redacted] Bacon or Sausage ..... .95
Order of Home Fries ..... .55
Order of Ham 1.35
Country Ham 1.80

From the Griddle

Stack of Three Blueberry Pancakes .. 1.85
Platter of Two Pancakes 'N Egg 1.85
Platter of Two Pancakes 'N Eggs 2.25
Golden French Toast and Syrup 1.55

(All Include Coffee)

Toast and Rolls

Danish Pastries and Butter ..... .55
Toast, Dry or Buttered ..... .45
English Muffin ..... .60
Cinnamon Toast ..... .85
Hot Honey Bun ..... .55
Buttermilk Biscuits ..... .50

Beverages

Fresh Hot Coffee ..... .30
Hot Tea — Hottle ..... .30
Hot Chocolate ..... .30
Chilled Milk ..... 50 small 65 large
Sanka — Hottle ..... .30

No. 1 *Regular's Treat* $2.60

CHILLED FRUIT JUICE OR PRUNES
SINGLE EGG (ANY STYLE)
WITH BACON, HAM OR SAUSAGE
BUTTERED TOAST AND COFFEE

No. 2 *John Holiday Special* $4.50

BROILED SIRLOIN STEAK
TWO EGGS (ANY STYLE)
HOME FRIED POTATOES, COFFEE
TOAST OR BISCUITS

No. 3 *Sunnyside* $2.65

EGGS (2) TO ORDER
WITH BACON, HAM OR SAUSAGE
HOME FRIED POTATOES
BUTTERED TOAST AND JELLY
FRESHLY BREWED COFFEE

No. 4 *Special Treat* $1.95

CORN BEEF HASH
AND POACHED EGG
TOAST AND JELLY
COFFEE

No. 5 $3.50

COUNTRY HAM
TWO EGGS (ANY STYLE)
BUTTERED TOAST OR BISCUITS
AND JELLY
HOME FRIED POTATOES
HOT COFFEE

Fresh, Crisp Cereals

with Milk — 65c

Kellogg's Corn Flakes — Kellogg's 40% Bran Flakes
Kellogg's Sugar Frosted Flakes — *SPECIAL* (HIGH PROTEIN CEREAL)
Kellogg's Raisin Bran — All-Bran

HOT CEREAL
BOWL OF OATMEAL — 65c
Your Cereal Topped with Fruit — 45c Additional

Menus

-Have students figure how much a pound of something costs on the basis of the cost indicated on the menu for a fraction of a pound of it.

-Have students develop a list of the various ways in which food is prepared, for example, grilled, broiled, boiled, fried, tossed, sauteed.

-Identify and discuss different cuts of meat, fish, or fowl.

-Have students develop a vocabulary for descriptive words commonly used in relation to food.

-Call student attention to the way items are listed, or grouped, on menus.

-Give students a list of the foods an imaginary family ordered on some occasion. Ask them to locate the items, price them, and total the bill, including typical tip and local taxes.

-Give students a certain amount of imaginary money to spend in the restaurant. Have them choose items that add up to no more than that amount, including tip and tax.

-Encourage them to people-watch, unobtrusively, when they next dine out, making observations about the number of people in the restaurant, the proportion of men and women, people eating alone, etc.

-Ask students to examine the menu and identify foods that might be unhealthy for people with health problems.

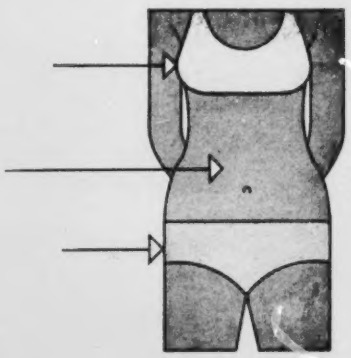
-Have students find inconsistencies in prices or language on menus.

-Have students identify the various ways a menu makes certain foods seem more appealing than others.

-Use words on the menu for phonics, syllabication, or spelling exercises.

-Have students express their opinions about menu items which are best and worst buys. How are prices set in restaurants?

-Isolate individual words from a menu. List nouns and adjectives separately. These lists could be alphabetized for further practice. Words that start with the same letter can be noted, and from this, phonetic rules developed.



Menus

-Define and pronounce words that are unfamiliar.

-Ask students to identify the least and most expensive items on a menu. How many different prices are listed? What is the price range, or difference between the highest and lowest cost items?

-What would the total be if students as a class ordered one of everything on the menu? How much would the cost be if the bill was split equally among them?

-Develop a variety of other exercises using the restaurant ads found frequently in local newspapers.

-Ask students to identify common foods that are almost never offered in restaurants and to conjecture about why that might be so.

-Have students find words with double meanings on menus.

-Ask students to design an ideal restaurant. What would it look like? What would it serve? How would it be different from restaurants they know?

MONEY

Money is a central issue in the lives of most people, determining or strongly influencing the choices they make in respect to an enormous range of activities, objects, and interactions. As an ABE teacher, you can be immensely helpful to your students by sharpening their coping skills in respect to money. On the most mechanical level, you can teach reading and computation skills using money and money-related forms, but focusing on money as a teaching material can lead into many areas of practical concern for adult students.

Recognizing that money is a personal and individual topic, you will likely use hypothetical examples while encouraging students to apply what they learn to their own life situations. The students' right-to-privacy must of course be respected. Some students will seek your help in examining such matters as personal budget plans or insurance options; others will be reluctant to expose their private money affairs even though they recognize a need for advice. Your best judgment determines how specifically you offer help and counsel.

The pages that follow show examples of some common forms and activities related to money. As with all other sections of this book, however, these are only a small sample of similar activities that can be used effectively in teaching concepts or specific skills.

Money-related forms which are likely to be important to most adult students as they struggle to maintain themselves economically include paychecks and earning statements; applications for checking and savings accounts; checks and withdrawal forms; credit applications and contracts; bills for medical and repair services; loan applications and contracts; life, auto, home, and health insurance policies; personal and property tax bills; deposit slips; check records; utility bills; receipts; tax tables and income tax forms; money orders; credit account statements; bank statements; credit cards; sales slips; loan payment forms; and wage and tax statements.

While working with your students to develop specific skills in interpreting and completing such forms, you will also hopefully be involved with the related coping skills of budgeting, goal setting, decision-making, preventative home and clothing maintenance, consumer economics, and career advancement. You can provide your ABE students with opportunities to rehearse their roles in various often unnerving situations such as dealing with aggressive sales agents, returning merchandise, or asking for a raise. Students can benefit richly from role playing other more customary situations involving appropriate and effective behaviors in respect to money matters.

ONE DOLLAR
HALF DOLLAR
QUARTER DOLLAR
ONE DIME
ONE CENT

Coins

When possible, we suggest using actual currency for these student exercises; real money has inherent motivational power which makes adding, subtracting, multiplying, and dividing problems concrete and challenging. Although the problems that follow seem obvious and terribly simple, many ABE students of our experience feel satisfaction when they know they know the answers and can manipulate money with confidence in everyday settings. Don't assume that any adult who seems to function in society has this competency.

- -How many pennies equal a nickel?
- -What fraction of a nickel is one cent?
- -How many pennies equal a dime?
- -What fraction of ten cents are two pennies?
- -How many pennies equal a quarter?
- -What is 20% of a quarter?
- -How many pennies equal a half-dollar?
- -How many nickels equal a dime?
- -How many nickels equal a quarter?
- -How many nickels equal a dollar?
- -How many dimes equal a half-dollar?
- -How many dimes equal a dollar?
- -How many quarters equal a half-dollar?
- -How many quarters equal a dollar?
- -How many half-dollars equal a dollar?
- -How much money is shown on the opposite page?
- -How much money is in each row?

- -To make a purchase of 86¢, what combination of coins uses the fewest coins? The most? What other combinations would equal 86¢?

- -If you paid for a $1.69 purchase with a $2 bill, what change would you receive?

- -A roll of nickels costs $2.00. How many nickels in a roll?

- -What information is given on coins? Make a list of all the different words found on coins. What does "E Pluribus Unum" mean? What does "In God We Trust" mean?

- -Why does money have value? Why are the same size pieces of colored paper worth from $1 to $1,000? How do other societies deal with money?

- etc. etc. etc. etc. etc. etc. etc. etc. etc. etc. etc.

CHECK NO.	DATE	CHECK ISSUED TO	AMOUNT OF CHECK	✓	DATE OF DEP	AMOUNT OF DEPOSIT	BALANCE

DATE _____ 19 _____

ALL ITEMS ARE RECEIVED BY THIS BANK FOR THE PURPOSES OF COLLECTION AND ARE SUBJECT TO PROVISIONS OF THE UNIFORM COMMERCIAL CODE WHERE APPLICABLE AND THE RULES AND REGULATIONS OF THIS BANK. ALL CREDITS FOR ITEMS ARE PROVISIONAL UNTIL COLLECTED.

FIRST VIRGINIA BANK

CURRENCY		
COIN		0
CHECKS		
TOTAL FROM OTHER SIDE		
TOTAL		
LESS CASH RECEIVED		
Total Deposit		

68-650
514

DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

HARLAND VOS 4/74

1043

68-650
514

_____ 19 _____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

FIRST VIRGINIA BANK

FOR _____

Checks and Deposits

Some money is spent using direct hard cash, but it is increasingly rare that American adults can make all their financial transactions with cash. The most commonly used alternative form of money is, of course, the bank check. To use this form of money a person must at a minimum be able to write relevant information on the check or deposit slip and keep a checkbook record. Students can benefit from extensive practice in these skills, and you can prepare multiple copies of typical forms for their practice. Set up imaginary situations like the following for your students to work with.

-Tom Kehoe had a balance of $82.50 in his checking account. On April 1, he received $625 for his work during the previous month. Tom deposits $600 and takes out $25 in cash. Fill out a deposit slip and record the transaction in the checkbook.

-Tom wrote a check to Terrace View Apartments on April 1 for $185 to pay his rent. Write this check and record in checkbook.

-Tom also wrote these checks in early April. Record them.

April 2	Payment on credit account at Vickers Department Store	$ 25.00
April 2	Payment on T.V. set to Hildren's Appliance Store	15.00
April 2	Milk bill to Meadowbrook Dairy	12.36
April 2	Radville City Utilities	35.00
April 4	C & G Telephone Company	9.48
April 4	Car insurance to Allegan's Insurance Agency	125.00
April 4	Texaco Gas Company	38.92
April 5	Love Life Insurance Company	52.00

-What is the balance in Tom's checking account on April 9?

-Tom's family usually spends around $200 per month on groceries. How much is left for all other family expenses during this month?

-Make a list of other expenses most families usually have

etc. etc. etc. etc. etc. etc. etc. etc. etc. etc. etc.

STATEMENT OF ACCOUNT

ACCOUNT NO.	8- 61- 52
LAST STATEMENT	
THIS STATEMENT	06/18/76

SC-SERVICE CHARGE
CM-CREDIT MEMO
DM-DEBIT MEMO
SV-SAVE-A-MATIC
TR-TRANSFER
CA-CHARGE TO ACCOUNT
PA-PAYMENT
OP-OVERPAYMENT

CHECKING ACCOUNT	BALANCE LAST STATEMENT	DEPOSITS NO.	DEPOSITS AMOUNT	CHECKS NO.	CHECKS AMOUNT	SERVICE CHARGE	BALANCE THIS STATEMENT

DATE	CHECKS	CHECKS	DEPOSITS	BALANCE

CHECKS OUTSTANDING

DATE OR NUMBER	AMOUNT	
TOTAL		

RECONCILEMENT

This form will help you to reconcile your statement - just complete these steps

ENTER Balance shown on statement $ _____

ADD Deposits made after statement date + _____

SUBTRACT Checks outstanding − _____

ADJUSTED STATEMENT BALANCE $ _____

ENTER Checkbook balance $ _____

Subtract these items if included on statement but not recorded in checkbook

- Service charges _____
- Other (e.g., checks enclosed but not recorded in your checkbook) _____

SUB-TOTAL _____

ADJUSTED CHECKBOOK BALANCE $ _____

Bank Statements

Balancing a checkbook is a process that many students avoid, preferring to accept the bank's version of their net worth rather than checking all items to discover discrepancies. Because it is an important record-keeping skill and one that gives students considerable practice in mathematical computation, you may want to involve some ABE students in balancing checkbooks. You will need to make a time investment in creating realistic examples unless you are fortunate enough to get someone's permission to use actual bank records.

Initially, you will be helping students to understand the particular vocabulary related to balancing a checking account: statement, checks outstanding, balance, service charge, checks, deposits, reconcilement, statement date, and adjusted statement balance.

- -Give students specific examples of a checkbook stub record and bank statement. Go through the steps of reconciling a bank statement.

- -Give students examples showing bank errors and errors in checkbook records. Help students locate mistakes and make adjustments.

- -Role-play exercises might include situations in which the bank seems to be in error; in which the student requests help from bank employees in straightening out garbled check records; and situations involving the reporting of forged or lost checks.

- -Have students bring to class their own checkbooks and balance statements for help in reconciling their accounts, but only if they are willing to accept your assistance with their personal financial affairs. As an ABE teacher, you undoubtedly have functioned many times in the role of counselor, giving both specific information and advice and facilitating the general problem solving abilities of your students. It is good to be needed -- and to be able to help -- as many of your teacher colleagues confirm when asked what they like most about their contact with educationally disadvantaged adults.

Form VA.—4 (Rev. 1-1-72)
Department of Taxation

VIRGINIA EMPLOYEE'S WITHHOLDING EXEMPTION CERTIFICATE

Print full name..... Social Security No.....

Print home address..... City..... State..... ZIP Code.....

EMPLOYEE:
File this exemption certificate with your employer.

EMPLOYER:
Keep exemption certificates with your records. Certificates may be on this form, or a similar form. If the employee is believed to have claimed too many exemptions, notify the Virginia Department of Taxation.

HOW TO CLAIM WITHHOLDING EXEMPTIONS

1. If SINGLE, and you claim an exemption, write the figure "1" . . . .
2. If MARRIED, one exemption each for husband and wife if not claimed on another certificate.
   (a) If you claim both of these exemptions, write the figure "2"
   (b) If you claim one of these exemptions, write the figure "1" } . . . .
   (c) If you claim neither of these exemptions, write "0"
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
   (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write the figure "1"; if both will be 65 or older; and you claim both of these exemptions, write the figure "2" . . . .
   (b) If you or your wife are blind, and you claim this exemption, write the figure "1"; if both are blind, and you claim both of these exemptions, write the figure "2" . . . .
4. If you claim exemptions for one or more dependents, write the number of such exemptions . . . .
5. Add the number of exemptions which you have claimed above and write the total . . . . . [ ]
6. Additional withholding per pay period under agreement with employer . . . . . $.....

I CERTIFY that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled.

(Date)....., 19..... (Signed).....

STATEMENT OF EARNINGS AND DEDUCTIONS

NAME

231 DEPARTMENT

DATE 12 01 76 SOC. SEC. NO

CURRENT PAYROLL

GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP.	VSRS LIFE	FED. LIFE	FED. RET	PERQ.
22250			2058	461							

AD&D	T.S.A.	UNITED FUND	L.T.D				RATE	NET PAY
							$445.00	$19731

YEAR TO DATE

GROSS	STATE RET.	F.I.C.A.	F.I.T.	S.I.T.	BONDS	STATE HOSP.	HOSP	VSRS LIFE	FED. LIFE	FED. RET.
141455		465	12348	2871						

PERQ.	AD&D	T.S.A.	UNITED FUND	L.T.D

IMPORTANT NOTICE: PLEASE VERIFY SOCIAL SECURITY NUMBER AND REPORT ANY DISCREPANCIES FOUND IN THIS STATEMENT TO THE PERSONNEL OFFICE.

115

116

Paychecks and Deductions

When the first paycheck in a new job is received and take-home pay compared to the gross pay promised when the job was offered, many adults are startled and discouraged. Students who want to understand where all their money goes and went may appreciate help in interpreting the figures and columns on a typical statement of earnings and deductions. The withholding exemption certificate is a document that relates to this topic.

- -Help students understand the differences between gross pay and net pay.
- -Help students identify the meaning of each abbreviation and column on a statement of earnings and deductions.
- -Give students examples of hourly wages and have them multiply figures to compute gross pay for various time periods. In math problems, suggest examples which are specific to the ways your students earn money -- hourly wages, piecework, overtime, salary, tips, and commissions.
- -From deductions for a single pay period, have students compute yearly deductions. Discuss with students the benefits they receive from each deduction. Have students debate the advantages and disadvantages of automatic deductions.
- -Help students to understand the meaning of "exemption" and how it affects an individual's income taxes. Have students complete a withholding exemption for themselves.

Related coping skills on which you and your students may want to concentrate include completing yearly tax forms and making decisions about insurance and retirement plans. Most adults ideally should know how to manage such money matters, but many will be overwhelmed and discouraged if exercises are suggested which require skills they don't yet have. Also, without specific interest or need expressed, activities of this kind will fail to involve your students -- and possibly contribute to their discouragement with the entire ABE program.

	COMPLETE FOR APPLICANT—INDIVIDUAL ACCOUNT	COMPLETE FOR CO-APPLICANT— JOINT ACCOUNT
NAME	Number Dependent Children	Number Dependent Children
ADDRESS	Street / City / State / Zip	Street / City / State / Zip
	How Long / Telephone No. / Social Security No.	How Long / Telephone No. / Social Security No.
	Buying/Own / Rent / W/Relatives / Govt. Base	Buying/Own / Rent / W/Relatives / Govt. Base
EMPLOYER	Name / How Long Wk. Mo. Yr.	Name / How Long Wk. Mo. Yr.
	Address / Telephone No.	Address / Telephone No.
	Position-Rank / Department / Salary Wk. Mo. Yr.	Position-Rank / Department / Salary Wk. Mo. Yr.
	Unit / E.T.S.-Other	Unit / E.T.S.-Other
OTHER INCOME	Source / Amount Wk. Mo. Yr.	Source / Amount Wk. Mo. Yr.
RELATIVE	Name / Relationship	Name / Relationship
	Address	Address
FORMER ADDRESS	Street / City / State / Zip / How Long	Street / City / State / Zip / How Long
CREDIT REFERENCE		
ADDITIONAL AUTHORIZED USER:		Date

NOTICE: The above information is for the purpose of obtaining credit and is warranted to be true. Any Credit Bureau or other investigative agency employed by the F. W. Woolworth Co. may investigate the references hereon listed or statements or other data obtained from Applicant(s) or from any other person pertaining to Applicant's(s') credit and financial responsibility. This report may include information on Applicant's(s') character, reputation, personal characteristics or mode of living. The Applicant(s) further understand(s) that upon a written request the F. W. Woolworth Co. will furnish additional information concerning the complete nature and scope of the credit investigation.

F. W. Woolworth Co.(Woolworth-Woolco) RETAIL INSTALLMENT CREDIT AGREEMENT

In consideration of the extension of credit to me, I agree to the following regarding all purchases made from time to time by me, my family or others authorized to use my F. W. Woolworth Co. Retail Installment Credit Account.

1. You are to send me a statement each month which will show the previous balance on my account, **FINANCE CHARGE,** current purchases, payments, credits and the minimum monthly payment.

   I agree to pay at least the minimum monthly payment shown on my statement upon receipt of each monthly statement. The amount of such minimum payment shall be in accordance with the following schedule:

If the New Balance is:	$.01 to $10.00	$10.01 to $200.00	$200.01 to $300.00	$300.01 to $400.00	$400.01 to $500.00	$500.01 to $600.00	OVER $600.00
Your Scheduled Monthly Payment Will Be:	Balance	$10.00	$15.00	$20.00	$25.00	$30.00	ADD $10.00 FOR EVERY $100.00

2. I will make the monthly payment as set forth above before the next closing date as shown on your monthly statement. If I fail to make any payment in full when due, you may declare the full remaining unpaid balance immediately due and payable.
3. If I elect to pay the New Balance as shown on your monthly statement before the next closing date, I will not incur any additional **FINANCE CHARGE** on such balance. The next closing date shall be one month from the closing date shown on your statement as indicated in the Schedule of Closing & Mailing dates below:

SCHEDULED CLOSING & MAILING DATES									
Last Name Starts With	A-B	C-D	E-F-G	H-I-J	K-L	M-N-O	P-Q-R	S	T-Z
Closing Date	2nd	5th	8th	11th	14th	17th	20th	23rd	26th
Statement Mailing Date	14	17	20	23	26	29	2	4	7

4. The **FINANCE CHARGE** shall be determined by the periodic rate applied to the **AVERAGE DAILY BALANCE** as indicated in the schedule below.

SCHEDULE CODE	F
ON AMOUNT OF AVG. DAILY BALANCE	TOTAL
PERIODIC RATE	1.5%
ANNUAL PERCENTAGE RATE	**18%**

The **AVERAGE DAILY BALANCE** is determined by dividing the sum of the balances outstanding for each day of the monthly billing period by the number of days in the monthly billing period. The balance outstanding each day of the monthly billing period is determined by adding purchases and debit adjustments and subtracting payments and credits from the previous day's balance.

5. NO **FINANCE CHARGE** WILL BE MADE:
   (a) During a monthly billing period for which there was no previous balance.
   (b) In a monthly billing period during which payments and/or credits equal to or exceed the Previous Balance.
6. The Credit Identification Card issued to me remains the property of the F. W. Woolworth Co. and may be reclaimed at any time.
7. If any payment remains in default more than 10 days after its due date, and if permitted by law, I agree to pay (a) a delinquency and collection charge in an amount equal to 5% of each payment due or $5.00, whichever is less and (b) court costs and other expenses incurred by you in the collection or enforcement of this agreement or such other amounts prescribed by law.
8. The F. W. Woolworth Co. has the right to amend the terms of this agreement as to all purchases. Notice shall be given in accordance with applicable law.

NOTICE: SEE ACCOMPANYING STATEMENT FOR IMPORTANT INFORMATION REGARDING YOUR RIGHTS TO DISPUTE BILLING ERRORS.
NOTICE TO THE BUYER: DO NOT SIGN THIS AGREEMENT BEFORE YOU READ IT OR IF IT CONTAINS BLANK SPACES. KEEP THIS AGREEMENT TO PROTECT YOUR LEGAL RIGHTS. YOU HAVE THE RIGHT TO PAY IN ADVANCE THE FULL AMOUNT DUE WITHOUT INCURRING ANY ADDITIONAL CHARGE FOR PREPAYMENT.

I (WE) HAVE READ AND RECEIVED A COPY OF THIS RETAIL INSTALLMENT CREDIT AGREEMENT AND I (WE) AGREE TO ITS TERMS.

APPLICANT SIGNATURE		CO-APPLICANT SIGNATURE		
M:CA F R176	Interviewer	Date	Date Called Bureau	Store #

Credit

Credit is another form of money, one which has a very great potential for misuse. The topic of credit buying thus justifies attention as an important part of the consumer education curriculum. When to use credit, how to get it, what different kinds are available, and how much it costs are some of the important issues to be discussed with your students.

-Prepare with your class a list of advantages and disadvantages of buying with cash and on credit.

-Discuss with students the differences in borrowing from banks, credit unions, life insurance companies, personal finance companies, pawn shops, loan sharks, and individual retail companies.

-Invite a representative from the local credit union to speak to the class on how a credit rating is established.

-Invite a representative from the legal aid society to speak on citizen rights and responsibilities in regard to credit and credit ratings.

-Have students complete a credit application form. Note the item "credit reference" which is specific to the purpose of this form. See suggestions under "Applications" for completion of the credit application.

-Help students to read and understand the credit agreement. Read one section at a time and discuss its meaning. Give attention to vocabulary terms as necessary. Have students write questions relating to credit agreements for other students to answer.

-Ask students questions relating to the charts. For example: If you balance is $322, how much must you pay this month? If your last name starts with the letter "I," when will your statement be mailed?

-Give students examples from which to compute interest charges.

-Have students examine any charge account cards they possess. Note liabilities. Have student rehearse what they should do if a card were lost or stolen.

MONTHLY PLANNING SHEET

Month of: _____

Income

Cash on hand	_____
Checkbook balance	_____
Expected income	_____
Total Monthly Income	

Expenses

	Amount spent last month	Amount planned this month
Rent/Mortgage	_____	_____
Insurance	_____	_____
Debt payments	_____	_____
Savings	_____	_____
Food	_____	_____
Clothing	_____	_____
Home maintenance	_____	_____
Home furnishings	_____	_____
Transportation	_____	_____
Medical care	_____	_____
Recreation	_____	_____
Gifts & contributions	_____	_____
Babysitting	_____	_____
Personal	_____	_____
Other	_____	_____
Total Monthly Expenses		

Amount left for emergencies and additional savings _____

Budgets

Most adults do not plan deliberately and precisely how they will spend their money, nor do they have an accurate picture of how their money was spent, after it's gone.

Personal budget and spending records can help families or individuals use their incomes to greater advantage. As an ABE teacher you can be helpful in demonstrating how such records can be kept -- and why they are so valuable in maintaining personal financial control.

The budget planning form and monthly record of expenditures suggested here can be used with any figures, real or imaginary, to provide useful practice in math computations. However, these exercises will have more meaning if the coping skill of budgeting is taught at the same time that practice in arithmetic is achieved. Real life situations with real numbers have more drama, immediacy, and relevance; and learning is more likely to happen if students see clearly the connections between academic exercises and their own experience.

- Involve students in small group discussion of why they do or do not make budgets. Compile a list of advantages and nuisances of budgeting.

- Develop from class discussion the reasons why budgets are important and how they can help a family spend its income wisely, with maximum satisfaction.

- Collect brochures from Extension Services to locate examples of simple budget forms.

- Describe imaginary families and their incomes and ask students to plan appropriate monthly budgets. Have students compute percentages of income spent on various categories of expenditures.

- Have students identify their own fixed and variable expenses.

- Help students to use their own monthly spending records to plan budgets.

- Discuss the meaning of words in general budget terms and ask students how these words relate specifically to them: needs, wants, necessities, luxuries, impulse buying, savings, real income, assets, liabilities, emergencies.

MONTHLY SPENDING RECORD

Month: _____

Total Monthly ncome: _____

	Rent/Mortgage	Insurance	Debt Payments	Savings	Food	Clothing	Utilities	Home maintenance	Home furnishings	Transportation	Medical care	Recreation	Gifts/Contributions	Babysitting	Personal	Other
Amount Budgeted																
Amount Spent																
Date / Item																
TOTAL SPENT																

Records

We have talked of the desirability of helping ABE students record monthly expenses in order to improve budget planning. There are other reasons for keeping records, however, and you may want to discuss these with your students, suggesting strategies that will make the mechanics of life easier to manage. Students can be encouraged to keep in easily retrievable form their medical records, tax information, insurance, loans, educational records, and legal documents.

Life seems to be less traumatic for people who manage their affairs in orderly ways, and many adults who have never established good habits of maintaining records are responsive to their exposure to a "better" way of doing things. The following suggestions provide a start:

-Discuss with students the many types of personal records that should be kept -- and the potential use of each record.

-Identify the length of time certain records should be kept: monthly, yearly, for length of coverage, or for life.

-Help students develop a plan and location for storing important records.

-Discuss the question of who should know about personal records in case of emergency.

-Suggest that students chart the information developed in the above exercises for permanent reference, if you think this would be helpful to them.

Monthly Spending Record:

-Give students practice in recording expenses from examples you give. Have students compute monthly totals from your examples.

-Have students design a system for recording monthly expenses, using categories that fit their own family needs.

-Encourage students to keep weekly or monthly charts of family expenses. After a time, ask students to use their own figures to plan a budget for the next month or week.

-Students with children can be encouraged to help them establish weekly spending plans and expense records. Good habits can be habit-forming and certainly more useful than sloppy ones. End of lecture.

MUSIC

If it is true that "music soothes the savage beast," it is also true that music stimulates and delights large numbers of people every day of the world. Consider music as still one more readily available "material" you can use profitably in your work with ABE students. We have some suggestions; you will have others.

-If some of your students sing in a church choir, have them bring hymn books for reading words from -- and for occasional group sings, if that seems appealing.

-If you have access to a small radio, try offering students a break from other academic work with ten minute periods of listening to popular music. Ask students to concentrate on the lyrics, dictating them to you if possible. You may want to write these words on the board for either a reading activity or a group talk about the meaning of the song.

-Since so many adults are literally, and figuratively, tuned in to hard and soft rock, use this interest as a basis for enhancing basic literacy skills. You could ask students to identify favorite performers or performing groups. Develop a list of these names, and have students use that list in various ways. Rolling Stones, Eagles, Doobie Brothers, Z. Z. Top, Kiss, Cream, Carpenters, Average White Band, Monkeys, Wings, Brick, and Spinners are only a few of the groups whose names and work are known to many of your students.

-You can use the names of songs in similar ways, as points of departure for language experiences.

-Ask students to name the musical instruments they know for a specialized music vocabulary. Arrange for musicians in the community to demonstrate their instruments.

-Students could write their own words to a familiar melody.

-Ask students to bring in favorite tapes or recordings for sharing with the class. Just this time, you could let them enjoy the experience without turning it into a learning activity of some kind. On the other hand.....

NEWSPAPERS

The newspaper is perhaps the most accessible and familiar information source available to adult students. Newspapers have a lot to say about anything, almost everything. In many localities they have become a staple in the pantry of ABE teaching resources, and the reasons are sound. Newspapers are generally well written; at the same time that they provide lucid accounts of this or that, they also offer good models of clear expository writing. Newspapers are a source of information about a remarkable range of human and business affairs. Readers can learn who was born and who died; how to do a variety of projects; where to find specific products and necessary and not so necessary services, clubs, restaurants, entertainment, financial advice, living arrangements, and help of various kinds. Readers are exposed to political news on the local, regional, national, and international levels, as well as specialized accounts of the behavior of athletes, lovers, criminals, philanthropists, and misanthropists. Newspapers are inherently interesting, dynamic reflections of contemporary life.

Educationally disadvantaged students tend to suffer to a considerable degree from feelings of inadequacy in relation to the written word. ABE students whose reading skills are inadequate are in some fundamental sense denied membership in the community of millions who "read the paper." Newspapers are the most common and available written material in modern society; they represent and reflect on contemporary life and define a shared common experience. It is difficult to imagine anyone who cannot read a newspaper functioning in any version of the American mainstream. It is true that even people who read the paper don't actually read any one newspaper thoroughly, but they do have the skill to scan for the general gist of information or commentary. Many of your students need reassurance that "reading the paper" does not necessarily imply reading each word of every article; students may be more competent than they think. Certainly as an ABE teacher you can help to enrich students' lives by increasing their ability to make sense of the richness of newspaper content and, by extension, of their world. Newspapers are intimately and dramatically related to life.

Because newspapers offer so much for so many, they are remarkably potent resources for ABE teachers. They provide literally hundreds of potential exercises for students at all levels. As you well know, the idea of using the newspaper as an ABE curriculum material is not new. We make only brief suggestions here and hope they suggest other fruitful uses of newspapers as teaching tools.

AMAZING EVIDENCE OF LIFE ON MARS

Sex in Marriage

Newspapers

One of the most appealing characteristics of most everyday newspapers is that they contain an amazing variety of separate parts with specialized content.

In the following section, we suggest only a few ideas for using particular parts of the newspaper; the needs and interests of your students will suggest other activities and specific skill training exercises. In general, use newspapers to expand vocabulary; to improve spelling, punctuation, and grammar; to motivate reading on adult levels; to provide stimulation for group discussion, models of objective reporting, and inspiration for oral reports and creative writing.

Using the Newspaper generally:

-Have students locate the index and, using it as a guide, find specific sections of the paper.

-Keep a file of particularly amusing, provocative, or humanly interesting stories for multiple uses, some of which have already been suggested in other sections of this book.

-Have students measure stories and advertisements on the basis of column inches.

-Assign each student a section of the newspaper to read regularly and report on to the whole group.

-Invite several newspaper staff and line people to class to describe the process of making a newspaper happen. Arrange if possible for students to see the process and learn about the kinds of job activities that contribute to the total product.

-Have students develop a list of occupations by finding examples of jobs mentioned in stories or advertised in the classified section.

-Have students identify a news story that affects them personally. Ask them to say or write how they feel about that news.

-Have students find an article about the U.S. President and explain what the article is saying.

-Have students locate stories about events happening in different states. Follow-up activities could include map work, naming and writing the names of all states not mentioned, and naming their principal cities.

Trumpet and Humor Shine Through

By Hollie I. West

Clark Terry looked out over the seven persons in the 250-seat Showboat Lounge and said, "They're going to cut the ropes back there at the door soon and let the people in!"

Well, the fictional ropes were never cut and the real people never showed up, but the trumpeter performed in fiery fashion as if the room were full when he opened Tuesday night for a six-night engagement.

Terry says he isn't discouraged by such nights because he's happy to be off the jazz clinic circuit. For about 10 years he traveled around the country doing scores of clinics at high schools and colleges. One year he did 76.

"And those are 16-hour days," he says. "You count air travel to the school, the clinic, rehearsal with the band, the concert, maybe two receptions. By the time you get back home you look baaad! One week I did five clinics at five different schools in distant parts of the country."

This doesn't mean that Terry, 55, has given up doing clinics. He just does less jazz education work and more week-long club engagements.

But he still likes the excitement of working with a youngster with musical talent. And he's taught some of the bright, up-and-coming young trumpet players—Cecil Bridgewater, who's now playing with Max Roach, and Jon Faddis, who has dazzled jazz listeners with his Dizzy Gillespie-like style.

"When we first heard him (Faddis), we knew he had something special," recalls Terry, who taught Faddis, now 22, when Faddis was 17.

Terry sees jazz education as insuring a discer ning future audience for the music. "There are 30,000 to 50,000 high school bands in the country in which kods aer involved in jazz grops," he explained. 'T his is going to make a big difference. Most of these kids may not stay im music, buy they're going to nake a difrence in who listems to the music. T here' llbe a lot of people who wom't stamd for listening yo garbage— the crasg groups playinh just ome or two chords."

E ven thoyhg he'z playing with a pickupgroup tgis week painist L arry Esnet,bassist Marshall Hawkins and drummer Toperzer that has notcompletely meshed, Terry desn'tlet this slow him down. His irrepressible sense of humor shinesthrouhg most of his work.This was partixularly evident the other night in his parody vocal of 'Just S queeze me.

The procedings wer enlivend tuesday night when painist M onty A lexamder sat in and added some keuboard firelorks.

Oops!

THE WASHINGTON POST *Thursday, Sept. 23, 1976*

-Ask students to find ten different professions mentioned in the paper and to write a sentence about each.

-Have students look for articles that discuss particular professions and develop a list of them.

-Have students collect newspaper pictures of famous people and then write short sentences explaining why they are famous.

-Take advantage of bloopers, in the newspaper or anywhere else. Students may find it amusing to read articles like the one on the opposite page and can be assigned worthwhile punctuation and spelling exercises to correct the story. In addition to using natural newspaper errors, you could write your own copy full of mistakes for students to correct. Making wrongs right is usually satisfying.

-Ask students to find references to other countries. Have them locate them on the map and add them to their vocabularies of place names.

-Ask students to find references to different cities in news stories. These can be located on the map and described in various ways. This exercise could provide the basis for discussion of the advantages and disadvantages of rural and urban life.

-Have students locate the religious page and count the number of churches listed and denominations represented.

-Ask students to list all the different fabrics described in the newspaper's clothing ads.

-Have students measure the size of a newspaper and perhaps calculate the yards of newsprint it used.

-Have students collect stories about the many accidents reported in the paper. Involve them in discussion of how each of these accidents might have been prevented.

-Have students go through the paper, find pictures of ordinary objects, and cut them out. Pictures could then be labeled with appropriate words.

-Have students compare indexes from several papers.

-Have students scan news stories for references to the various means of transportation.

Dog Saves Master From Being Crushed to Death By Running Into Church and Barking for Help

Using headlines:

-Compare headlines with actual stories and judge how well they seem to agree.

-Ask students to speculate on the content of an article from the headline only and perhaps to write the story they think might follow.

-Cut up large size headlines for exercises with words, such as word grouping, spelling, reassembling of words out of order, and syllabication.

-Have students construct complete sentences from the skeleton information in headlines.

-Have students separate headlines from associated stories and then later pair the matching units.

-Have students read an article and then write a headline to introduce it.

-Ask students to cut up all headlines on a single page. Have them glue the letters to a card in their proper alphabetical sequence leaving spaces where letters are missing.

-Cut out headlines and have students choose one about which to write a short story.

Using news articles:

-For practice in vocabulary building.

-For practice in punctuation, capitalization, parts of speech, sentence structure, and paragraphs.

-To help students discriminate between fact and fiction.

-For spelling practice.

-To stimulate discussions.

-To provide students with stimuli to ask and answer questions, draw conclusions, make inferences.

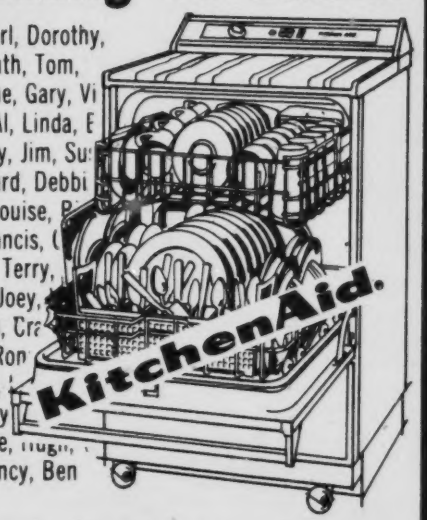
-To encourage the development of critical reading and thinking.

-To give practice in following articles from page to page.

-Suggest that students locate articles relating to health or medicine. Involve them in discussion of available local medical resources and recommended procedures for getting or staying well.

Guess Who's Coming To Dinner

Ann, Dennis, Carolyn, Malcolm, Patricia, Carl, Dorothy,
Fred, Elaine, Ron, Lois, Bill, Janet, Stan, Ruth, Tom,
Kathleen, Willie, Jean, Brian, Ann, Paul, Jane, Gary, Vi
Sam, Brenda, George, Susan, Greg, Jenny, Al, Linda, E
Tina, John, Diane, Ray, Eleanor, David, Mary, Jim, Su
Sabrina, Van, Jackie, Mike, Margaret, Leonard, Debbi
Bernard, Ethel, Cindy, Ed, Gloria, Donald, Louise, B
Olive, Larry, Charlotte, Steve, Nan, Roy, Francis, C
Eva, Calvin, Estelle, Bernard, Alice, Jeffrey, Terry,
Karen, Todd, Rachel, Pete, Jack, Elizabeth, Joey,
Marty, Angela, Vickie, Glenn, Erika, Frances, Cra
Garland, Martha, Kevin, Iris, Kirk, Sandra, Ron
Lewis, Tanya, Marvin, Pamela, Craig, Leslie,
Grace, Archie, Edna, Ernest, Henrietta, Harry
Gladys, Aubrey, Sallie, Malcolm, Tony, Marie, Hugh,
Milton, Ginger, Harvey, Thelma, Dennis, Nancy, Ben



GUESS WHO'S GOING TO DO THE DISHES — MOM!!!

-Collect articles dealing with pollution. Help students list the different kinds of pollution, some causes, and some cures.

-Using a world map, have students identify all countries included in front page stories on a given day.

Using editorials:

-Involve students in the sometimes not-so-clear distinctions between fact and opinion.

-Read an especially interesting editorial to the class. Ask students to comment and to suggest other ways of looking at the same issue.

-Suggest that students write or dictate an editorial based on their own opinions.

-Generate panel discussions and friendly debates on issues of dramatic interest.

-Have students read an editorial and outline simply the principal points made by the author.

-Have students skim editorials and categorize them as for or against something. Ask them to briefly state or paraphrase whether they personally favor or are opposed to the position taken in particular editorials.

-Have students write their own editorial on a subject discussed on the editorial page.

-Ask students to respond to an editorial on a national problem.

Using display advertising:

-Discuss the uses of various products.

-Consider consumer education issues.

-Involve students in discussion of "sales," "specials," and "discounts."

-Consider the relationship between quality and price.

-Present an overview of credit and credit cards.

-Discuss strategies for fighting or at least managing inflation.

-Discuss coupons and trading stamps.

Buy-Sell-Trade-Buy-Sell-Trade-Buy-Sell-Trade

Help Wanted 10

3 MEN NEEDED to travel short distance counties of Pulaski, Montgomery, Wythe, Bland and surrounding areas. Home every night, $150 week to start, $250 week after short training period. Must have car & telephone. Send resume to Box 543, Radford, Va., 24141.
May 13 TF—004163

LIBRARY assistant, typing or bookkeeping skills helpful. College degree or equivalent experience preferred. Apply by December 29 at Radford Public Library.
10-T-22—002014

PERMENENT FULL time day waitress for immediate employment. Experience preferred. Will train. 18 years or older. Apply in person, Pizza Hut, Rt. 99 Pulaski.
4-T-19—002099

Used Cars 35

1968 RANCH WAGON, good condition, new battery and air shocks. V-8 engine, A.T. P.B. A.C. $595. Call 980-3937 after 5:30 P.M
6-T-17—002021

1940 FORD COUPE, 1957 Chevy Wagon, 2 dr. 1967 Ford Galaxie 500, 428 cobra jet engine, 4 in floor. New paint job. 980-4693.
6-T-19—002060

1967 CHEVROLET Super Sport, automatic transmission, one owner. Asking $500. 674-6610.
5-T-19—002079

1968 VOLKSWAGEN, good shape, new paint. $795. 639-6870.
4-T-1—002067RPd

1972 JEEP, heavy duty 4500 series, 4 wheel drive, V-8, automatic drive, flat wooden bed, $2,695. See Oshiar Howlett, east Radford, 639-5637.
3-T-17—002100R

Apts. For Rent 40

TOWN, NW, best area, unbelieveable, newly decorated, one bedr. unfurn. apt. Adults only. Prefer elders, couple or single. For appoint., call 980-4921.
26-T-Dec. 21-001690

WILLIAMSBURG Estates; 2 bedr., all elec., with air, carpet, fully equipped kit., community center, laundry, tennis court. Call 674-8610
April 15TF—003765

2 BEDROOM Duplex, all electric, stove and refrigerator, Vista Apts. Dublin, Call 980-2518.
26-T-29—001797

LARGE UNFURNISHED two bedroom apartment, hot water heat. Near college, couple only. Call J.W. Allen, 639-0832.
Dec. 14TF—002074

TWO BEDROOM apartment, unfurnished. Some utilities included. Available Dec. 15. 951-9469.

Pets 29

FREE PUPPIES wanting a good home. Good with children. Please call 1-544-7345 in Newport.
3-T-14, 19, 21—002092B

1-**PART AIRDALE** female puppy, 4 months old.
1-**BLACK** and white female terrier puppy, 6 months old. Perfer home with adult.
1-**FEMALE** part Chihuahua expecting puppies.
1-**MALE SIAMESE** Cat, seal point.
All theses animals are looking for a good home and they would be perfect for Christmas and lovable all year. Call 980-1927.
3-T-16—002084NC

ONE RABBIT beagle, AKC registered. Excellent gun dog. $45. Call 980-5014.
2-T-15, 19—002098

ONE MALE kitten. Very playful, litter box trained. Gray with black stripes. Has shots. Must find good home. Call 980-1455.
3-T-14—002008NC

Houses For Sale 53

WE BUILD FHA, VA. and Farmers Home loan houses. We help with the finances & have lots in Pulaski, Town of Pulaski, Newbern area, Draper Valley & Giles County. See NEW RIVER VALLEY HOME IMPROVEMENT, 647 E. Main St., Pulaski, 980-7467.
Nov. 18 TF-001640

HIGHLAND PARK, Blacksburg, 3 bedroom, 2 baths, family room, fireplace, garage. Call 951-4454.
1-T-21—002332B

BLACKSBURG-3 bedroom, 2 baths, fireplace, basement garage, good neighborhood near Gables 1100 Kentwood Drive, $37,700 by appointment. 951-9390.
4-T-21, 4, 9, 11—002316B

RT. 600, Fairlawn. Three bedroom brick home, living room with fireplace, large level lot. $36,200. C & C Realty Co., 639-0056. Nights, 639-1012.

-Develop discussions on nutrition, menu planning, and budgets using food ads as points of departure.

-Have students select an ad from the paper, cut it out, paste it on a card, then explain what it is selling. Ask them to speculate on who might want to buy the product.

-Have students imagine that you have given them $50 to feed a family of four for one week. Using newspaper ads, do the weekly shopping trying to get the best bargains. Plan menus from the items "purchased" for the week.

-Have students collect several full-page advertisements from supermarkets and check the items advertised by more than one store. List these items, marking the price difference and the store which offered the best buy. Help students to figure the percentage of difference in the prices of comparable items.

-Ask students to count how many different appliances advertised in the paper are powered by electricity.

Using classified ads:

-Have students discuss job preparation and general employment concepts.

-Help students write simple resumes.

-Develop job interviewing skills through role-playing typical job-related situations.

-Discuss buying and selling using classified ads; consider the topics of bargains, used vs. new merchandise, dealer vs. individual sales, and the various risks, conveniences, and emotional appeals involved.

-Consider the problem of house/apartment hunting, using listings in the paper. Locate available units on a map. Use real estate ads to stimulate discussion of alternative housing solutions, discrimination issues and recourses, zoning regulations, and credit.

-Discuss how ads are placed and what they cost. Have students write ads, calculate their cost, and identify the section in which they would be printed.

-Ask students to write complete sentences fr[illegible] phrases in the classified column.

Schedules

Prep Cage

FRIDAY
BIG NINE
TENNESSEE HIGH at Knox Bearden
Kingsport vs. Knox Holston (at Bearden)
CENTRAL at Lynn View
EAST at David Crockett
Sevier County at Morristown East
Happy Valley at Erwin
Newport at Greeneville

SATURDAY
TENNESSEE HIGH vs. Knox Holston (at Bearden)
Kingsport at Knox Bearden
Gatlinburg-Pittman at CENTRAL
Hampton at EAST
Erwin at Cloudland
Greeneville at South Greene

Prep Football

FRIDAY
TSSAA PLAYOFFS
First Round
Class AAA
(Region One)
Knox Central at KINGSPORT
(Region Two)
Chatt. Kirkman vs. Bradley at Cleveland
(Region Three)
Nash. Maplewood vs. Gallatin at Vandy
(Region Four)
Memphis Carver at Jackson Central-Merry
Class AA
(Region One)
Knox Rule vs. Maryville at Alcoa
(Region Two)
Cleveland vs. Lake City at Clinton
(Region Three)
Brentwood Academy vs. Hartsville at Hendersonville
(Region Four)
Memphis Mitchell vs. Union City at UT Martin
Class A
(Region One)
(Region Two)
Rockwood vs. South Pittsburg at Rhea Central
(Region Three)
Watertown vs. St. Andrews at Lebanon
(Region Four)
Dyer County vs. Lewis County at Newbern

VHSL PLAYOFFS
Group AA
(Region Four)
Blacksburg at Graham
Group A
(Region C)
(Semi-Finals)
Saltville vs. Fort Chiswell at Pulaski

SATURDAY
VHSL PLAYOFFS
Group A
(Region D)
(Semi-Finals)
Pennington at Lebanon

College Football

SATURDAY
SEC
Ole Miss at TENNESSEE +
Alabama at Notre Dame
Georgia at Auburn +
Florida at Kentucky +
LSU at Mississippi State +
Air Force at Vanderbilt
Southern Independents
Florida State at North Texas State
Georgia Tech at Navy
Memphis State at Louisville
Penn State at Miami, N
VIRGINIA TECH at Richmond
Wake Forest at South Carolina
Southern Mississippi at Louisiana Tech
Rutgers at Tulane, N
ACC
Clemson at Maryland +
Duke at N.C. State +
VIRGINIA at North Carolina +
Southern Conference
Western Carolina at APPALACHIAN STATE
The Citadel at William & Mary +
Lafayette at Davidson
East Carolina at Furman +
OVC
Tennessee Tech at Austin Peay +
ETSU at Middle Tennessee +
UT Martin at Morehead
Akron at Western Kentucky

Newspapers

-Have students compute price per square foot for several different houses listed in the classified ads. What explanations can be given for the different prices?

-Have students compute average monthly rent of a three room apartment from those listed in the classified section.

-Give the class a task: have them try to buy an appliance using the classified ads. Where would they look? What questions would they ask in a telephone inquiry?

Using the Sports pages:

-Encourage students to build a file on their favorite team's activities. They might be asked to summarize the fortunes of their team, orally or in writing.

-Give students practice in reading tables and charts of scores and schedules.

-Have students collect words which represent the colorful, distinctive language of sports reporting.

-Use wins and losses as the basis for calculating percentages, probabilities, and proportions.

-Involve students in discussion of a variety of topics related to athletics, leisure time, competition, physical condition. Many ABE students who are deeply interested in sports and in the personalities who bring those activities to life will be responsive to skill training activities whose focus is athletics.

-Have students keep a running account for one month of the batting average of a baseball player (or the points of a basketball player, the touchdowns of a football player, or the goals of a hockey player) and chart that player's progress on a graph.

-Have interested students find headlines with scores in them and explain who won the game.

-Have students write news reports of the most exciting games they have seen.

-Ask students to name the different sports described in the sports section.

-Have students find out how many total points their favorite team has scored in the season and how many points have been scored by its opponents; ask them to compute average number of points per game scored for and against the chosen team.

Out on the Town

Engagements Announced

DEAR ABBY...

Adopted Kids Have Right To Know

By Abigail Van Buren

DEAR ABBY: Would you like to hear some feelings straight from the heart of an adopted child?

I am a 15-year-old girl who was "chosen" at the age of four days. I am so happy with my adoptive parents that I would never dream of searching for my biological parents. Besides, I know it would crush my parents' hearts, and I would never do such a thing.

My "real" parents are the ones who raised me, changed my diapers, nursed me through my illnesses, fed me and

CLUB CLOCK

Births

Career Corner

By Joyce Lain Kennedy

Reshape Work After Burnout

Dear Joyce: I have become totally disenchanted with teaching after 20 years. Advice?—J.M.W., Seattle, Wash.

A change of careers is indicated if you can't take a leave and recharge your batteries, or if you can't get reassignment to a nonteaching job in the system. Considering

Carroll Righter's HOROSCOPE

Forecast for Thursday, Nov. 11, 1976

GENERAL TENDENCIES: A day when you can get excellent results from acting in a more positive manner. Well-thought-out plans at this time can produce successful results and increase your security.

ARIES (Mar. 21 to Apr. 19) Home affairs are your most important activities today. Do some entertaining tonight. Exchange lively conversation.

TAURUS (Apr. 20 to May 20) Attend to business matters early and be sure statements are correct. Obtain data you need from the right sources.

GEMINI (May 21 to June 21) Concentrate on personal finances and take steps to increase present security. Steer clear of those who have an eye on your assets.

MOON CHILDREN (June 22 to July 21) Make new plans to gain personal aims that mean much to you. Be sure to use extreme care in motion.

activities and get excellent results. Strive to be more efficient at your work.

SCORPIO (Oct. 23 to Nov. 21) Fine day to study advanced ideas that will help you become more successful in the future. Don't be too extravagant today.

SAGITTARIUS (Nov. 22 to Dec. 21) You are able to carry through in fine style with new obligations you have assumed. Express true devotion to mate.

CAPRICORN (Dec. 22 to Jan. 20) Discuss future business plans with associates and come to the right decisions. Try to reconcile with one who has opposed you.

AQUARIUS (Jan. 21 to Feb. 19) Make constructive plans that will add to your income. Avoid one who is not thinking straight and could get you into trouble.

PISCES (Feb. 20 to Mar. 20) Express your creative skills in the morning. Show more affection for your mate. Be wary of one who is jealous of you.

Get Help

Ann Landers

Dear Ann Landers: I have had considerable experience as a psychiatric nurse and would like to comment on the letter from the wife who wrote that her husband refused to kiss their baby boy because he had "never kissed a guy before."

Both you and the wife recognized the problem to be "deep-seated," but you didn't suggest psychiatric help. I believe he needs it before he abuses the child, if he hasn't already done so. In my opinion, there are one of two reasons for his

Newspapers

-Ask students to find several action verbs and to write new sentences using each word.

-Encourage a sports-minded class member to explain to the rest of the class how to read the figures given in team standings.

Using "Dear Abby," "Dear Ann," or similar Dears:

-Invite students to write their own letters to Abby or equivalent person.

-Invite students to provide their own answers to letters from readers. These can later be compared with responses of the expert.

-Involve students in discussion of the richness and complexity of some of the problems outlined in these letters. Provide opportunities for your ABE adults to express their own values and explore others' opinions and perceptions. You may want to share your own views with your students, who undoubtedly will be responsive to the opportunity to know their teacher better.

-Discuss with students the wide range of coping behavior that different people exhibit as they live through their lives. This may offer a good opportunity to introduce the subject of severe mental illness or milder forms of emotional distress. Students can profit from knowing about possible sources of help in their communities.

-Have students name and describe other categories of problems. Health, mechanical, employment, gardening, housekeeping, and financial problems are examples.

Using the Society pages:

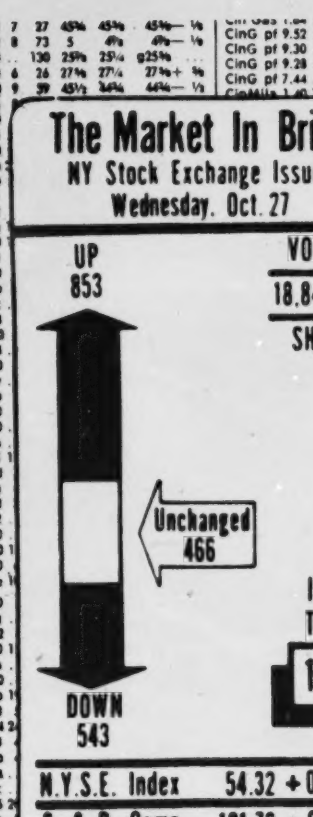
-Ask students to generalize about the society section of the newspaper. Who gets coverage? What have they done?

-Have students write a news item for the society page about a club meeting they have attended. Include the who, what, when, where, and why of the happening.

-Discuss the changing nature of newspaper society pages and changing values about what constitutes women's news.

Using the Obituary columns:

-Some people are morbidly interested in obituary notices; some people are just interested. Still others are disinterested or repelled. You will not be assigning these or related activities to all ABE students, but some adults will probably be responsive.



Amsted In 2 7 27 45¾ 45¾ 45¾— ⅛
Amtel In .32 8 73 5 4¾ 4¾— ⅛
Anacnda .60 .. 130 25⅝ 25¼ g25⅜ ...
AnchHc 1.40 6 26 27¼ 27¼ 27¼+ ⅛
AndrsCl 1.60 9 39 45½ 44¾ 44¾— ½
Angelica .16 ... ...
Anix Bro .30 ... ...
Ansul Co 4(... ... ...
ApacheC .50 ... ...
ApcoOil Cpn ... ...
Apeco Corp ... ...
APL Corp 1 ... ...
AppPpf 8.12 ... ...
Applied Mg ... ...
ARA Sv 1.20 ... ...
ArcatdN .60 ... ...
ArchDan .20 ... ...
Arctic Entp ... ...
Arlstar Inc ... ...
Arlz PS 1.48 ... ...
APS pf 10.70 ... ...
Ark Best .44 ... ...
ArkLaG 1.80 ... ...
Arlen RltDv ... ...
Armada Cp ... ...
ArmcoS 1.80 ... ...
Arm pf 2.10 ... ...
Armurpf 4¾ ... ...
ArmsCork 1 1 ... ...
Armst R .60d ... ...
Aro Corp 1g ... ...
Arvinin .39d ... ...
Arvinin pf 2 ... ...
ASA Ltd .80 ... ...
Asarco .80 1 ... ...
AshlnOl 1.70 ... ...
AsDryG 1½ 1(... ... ...
Athlone .60 ... ...
Atico Mtg ... ...
AtlCyEl 1.62 ... ...
AtlRich 1.60 1 ... ...
ARch pf 3¾ ... ...
AtRc pf 2.80 ... ...
Atlas Corp 1(... ... ...
ATO Inc .28 ... ...
AutomtD .24 2 ... ...
Automtn .24 ... ...
Avco Corp ... ...
Avco Cp wts ... ...
Avc pf 1.60c ... ...
Averyint .36 2(... ... ...
Avis Incorp ... ...
Avnetinc .60 ... ...
Avon Prod 2.1(... ... ...
BabWilcox 1 ... ...
Bache .30d ... ...
Bakr Ind .26 7 23 8⅝ 8½ 8⅝+ ⅛
Bakerint .46 14 124 46¾ 45¾ 46¼+ ¼
Baldwin .68 6 5 11½ 11½ 11½ ...
BallCorp .80 6 12 18½ 18¼ 18⅜— ⅛
BallyM .02b 13 188 23¾ 22½ 22⅝— ⅜
BaltGas 2.08 9 68 26⅜ 26½ 26¾— ⅛
BltGs pf 4½ .. z450 53 . 52¾ 53 ...
BanCalT .60 342 45 13⅜ 13 g13⅜+ ⅜
Bandag .20 9 228 13½ 13 u13¼+ ¼
Bangor Pn 4 6 8¾ 8¾ 8¾ ...
Bankam .80 10 828 24⅞ 24⅝ p24⅝— ⅛
Bnk NY 2.20 6 31 30½ 30¼ 30⅜— ⅛
Bank Va .88 5 7 13¾ 13½ 13⅝ ...
BankTrust 3 8 159 33¾ 32⅝ 33⅛— ⅛
BkT pfA 2½ .. 63 27½ 27¼ 27¼— ⅛
BarbOil 1.60 .. 18 30 29½ 30 + ¼
Bard CR .24 12 42 12¾ 12½ 12⅝— ⅛
BarnesG .80 7 17 17¼ 17 17 — ¼
Basicinc .80 4 13 13¾ 13¼ 13¼— ⅛
Basin pf 2½ .. z150 32⅝ 32¾ 32⅝+ ⅜
Bauschl .80 9 297 27¼ 26⅝ p26⅝ ...
BaxterTl .21 23 356 40¼ 39⅝ 40⅛+ ⅛
BayStG 1.88 7 10 20¼ 20¼ 20¼— ¼
BayukCp .24 37 4 4¼ 4¼ 4¼+ ⅛
Bearings .50 10 7 25⅜ 25 25⅜+ ⅜
Beat Fds .84 13 381 26¼ 25⅝ 26¼+ ½
Beckmn .28 15 360 23½ 23 23 — ⅜
BectonD .50 15 129 34⅜ 33 33⅜— ⅜
Beech Air 1' 7 14 19⅝ 19⅜ 19⅜ ...
Beker In .28 .. 82 8¼ 8⅛ 8½ ...
BelcoPt .30d 6 126 21⅜ 20⅝ 20¾— ⅛
Belden 1.32 8 x20 25⅜ 24⅞ 25 — ⅜
BeldgH .36g 7 11 8⅜ 8⅛ 8⅜+ ⅛
BellCan 3.73 7 6 50¼ 49½ 49½— ⅜
Bell Harf .84 9 32 18¼ 17⅞ 17⅞— ⅛
BemisC 1.20 7 13 18⅝ 18¼ 18⅝+ ⅛
Bendix Cp 2 8 26 39½ 39¼ 39¼— ⅛
Ben Cp 1.45 5 116 23⅝ 23⅛ 23⅜— ⅛
BenCppf 5½ .. z100 104½ 104½ 104½— ½
BenC pf 4.30 .. 14 53 53 53 ...
BenCppf 4½ .. z10 52¼ 52¼ 52¼—1¼
Ben Std Mtg .. 12 1½ 1⅜ 1⅜— ⅛
Benguet .07 9 411 1⅞ 1⅜ 1⅞ ...
Berkey Pho .. 180 3¾ 3½ 3½+ ⅛
Best Prodct 12 284 22½ 21½ 21½— ⅜
Beth Steel 2 8 295 36¾ 35¼ 35¼—1¼
Big 3Ind .40 16 224 30 29½ 29⅝— ⅛
Black&D .40 17 451 16¼ 15¾ 15⅞— ⅛
BlairJhn .48 5 10 9¼ 9 9¼ ...
Bliss&Lgh 1 5 3 15 15 15 — ⅛
Block H R 1 11 23 19½ 19⅛ 19¼— ½
BlueBell .80 5 165 23¾ 23 23⅛ ...
Bluebird In 7 28 6⅝ 6¼ 6⅝ ...
CinGas 1.80 14 ... 21⅝ 21⅜ g21⅜ + ⅛
CinG pf 9.52 .. z50 107 107 107 + ¾
CinG pf 9.30 .. z30 105¼ 105¼ 105¼+ ¼
CinG pf 9.28 .. z250 104 104 104 ...
CinG pf 7.44 .. z50 85¼ 85¼ 85¼ ...
CinMils 1.40 16 14 29⅞ g29⅞ + ⅛
CinPaper 1.60 ... ...
Cinrad ... ...
Circle K .20 ... ...
Cities Svc 4 ... ...
CitizUtil .60 ... ...
CitizUtil A ... ...
CityInv .60 ... ...
CityStr 1.20 ... ...
Clark Eq .80 ... ...
Clark Oil .60 ... ...
Clarostat .20 ... ...
Cleanor .40 ... ...
Cleve Cliff ... ...
Clevepk .60 ... ...
Clorox 1.20 ... ...
Coachmn .40 ... ...
Coastal St ... ...
Coastl pf 4 ... ...
Coastl pf 5 ... ...
Coastl pf 6 ... ...
Coastl pf 7 ... ...
Coastl pf

Newspapers

-Have students find locations on the state map of persons listed in obituary columns.

-Ask students to compute the average age of men and women listed on this page. Discuss the concept of average age in terms of the varying health standards of different countries, in terms of actuarial use, and in practical terms.

-Have students write their own obituary as they might like it to appear someday. This exercise can be helpful in stimulating students to think about life goals, but it can be upsetting to some people. Here, as always, your good judgment must prevail.

Using the Financial pages:

-Have everyone in the class select a stock to follow for a week and draw a line graph showing its fluctuation.

-Discuss stock investments as contrasted with gambling. What are the consequences of either action? What makes one legal and the other illegal? What safeguards are present in both situations? What is the purpose of each activity?

-Help students interpret the stock market listings. Ask them to find examples of high-priced and low-priced stocks.

-Ask students to locate a company whose name is familiar on the business page. How many shares of that company's stock could be purchased for a given amount of money?

-Have students find the stock which increased most in value from one day to the next.

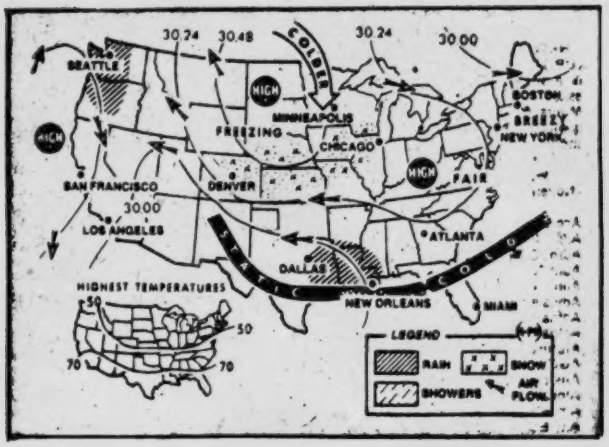
-Have students summarize how many listed stocks gained and lost on a given day. Have them calculate what percentage of the total number of stocks on the exchange gained, lost, or stayed the same.

Using Weather reports:

-Have students locate the weather reports and pull from them as many specialized weather words as they find.

-Involve students in discussion of seasons, time zones, climate, geography, and cloud types.

-Consider with them the emotional and economic consequences of various weather conditions.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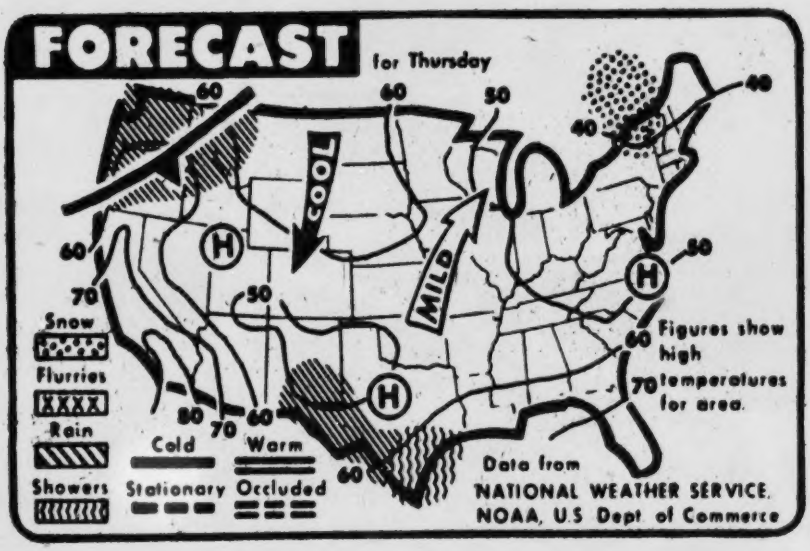
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Figures show high temperatures for area.
Data from
NATIONAL WEATHER SERVICE.
NOAA, U.S Dept of Commerce

Newspapers

-Have students cut out weather maps for a week and make comparisons and predictions, if they dare.

-Discuss the use of symbols and special vocabulary in weather reporting.

-Develop exercises in map reading, inspired by weather reports.

-Have students calculate the degrees of difference between high and low temperatures on a given day.

-Ask students how much precipitation was reported in any month and what the average amount was for each day of that period.

-Ask students to chart high and low temperatures in several cities across the country.

and more and more and more and more and more and

There are many other sections in the newspaper to which we have not referred. We have not specifically mentioned TV listings, entertainment notices, travel news, various columns by special experts, feature stories, crossword and other puzzles, and photographs. Obviously these sections also offer many opportunities for development of student skills. We have found that ABE students themselves often enjoy designing learning activities using the newspaper as focus, so the task of developing exercises can be shared with them.

OBJECTS

The world is full of a number of things, "of shoes and ships and sealing wax, of cabbages and kings," as Lewis Carroll observed in his classic understatement. The world is full, and perhaps the recurrent sermon of this book is that ABE teachers can use more of the things of the world to create interesting, relevant, and worthwhile learning activities. What we propose is that ordinary three dimensional objects, as well as commonplace written materials, be used in unordinary ways to reinforce basic and necessary skills and to stimulate interest and analytical thinking.

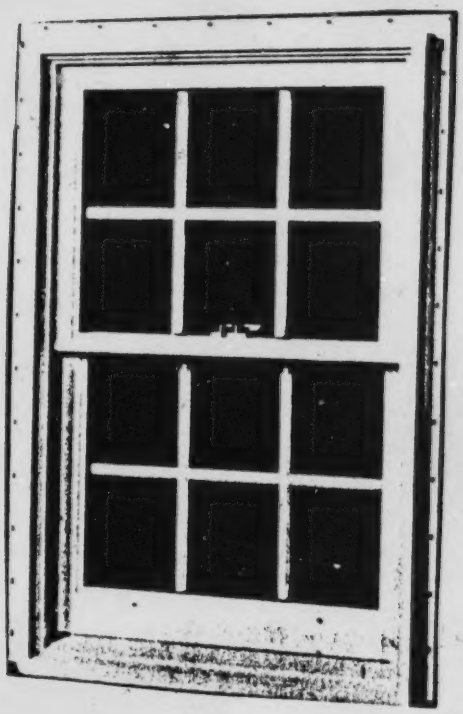
Although our focus here is on physical objects, or things, less concrete stimuli can also be effective in making the adult students' learning experiences challenging, entertaining, and academically productive. Many ABE students are responsive to new approaches to learning that seem different from conventional school ways; others prefer an orderly progression of straightforward drill exercises. Use your judgment to enrich the standard curriculum in ways that are comfortable for you as teachers and beneficial to students.

Although the principal task of ABE teachers is to help adults manage the ordinary symbolic systems of language and mathematics, many experts believe it is important to encourage flexibility and imagination for the vitality of the spirit.

Consider the possibilities of the following: pans, pins, potatoes, paper, pigeons, petunias, portraits, postage, pretzels, patchwork; or boxes, babies, banks, bananas, books, boots, boobs, birds and biscuits; or noses, noodles, noises, napkins, nightmares and nuts -- or the small group of objects that were used as examples in the four ABE workshops in Virginia in the fall of 1976. Those objects were a small cactus in plastic pot; a pair of dice; a small toy car; a glass of water with ice; a transparent box; an onion; and a chunk of twine. Teachers attending the workshops were asked to examine the objects, to brainstorm together to develop as many different ideas as possible for using those objects as catalysts for the learning activities of their students.

The following lists contain suggestions for using these particular objects. Using the cactus plant as focus, these issues or aspects could be discussed:

texture
plant care
plant type
habitat and climate
cost
propagation
cultivation
size in relation to age



Objects

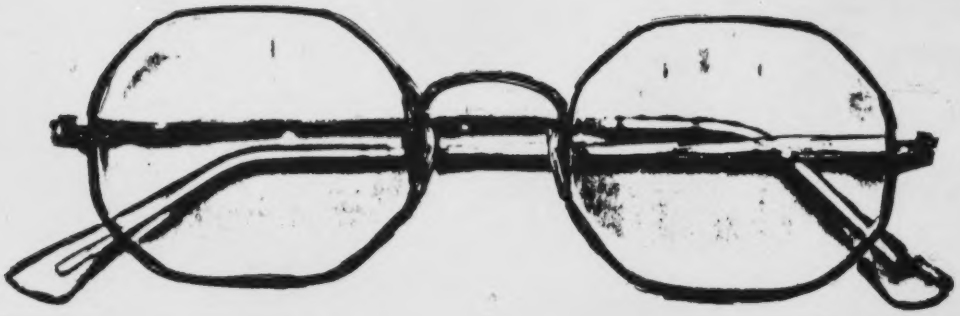
adaptive mechanisms; such as protective thorns
health and accidents
form and color
function

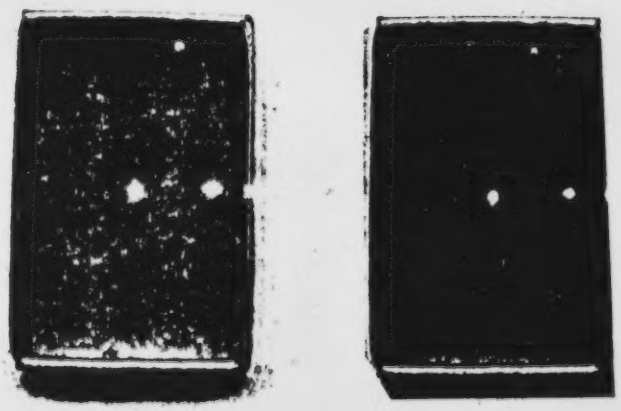
Using the dice as focus:
arithmetic
probability
geometric shapes
composition
shape
texture
color
manufacturing technique
gambling and the law
creating games

Using the miniature car as focus:
transportation options
insurance
mechanical problems
costs of transportation
oil and the international scene
pollution
ecology
occupations
financing purchases
replicas and miniatures

Using the glass of ice as focus:
refreshments
volume
solids and liquids
condensation
water cycles
temperature
expansion and contraction
Arctic geography
uses and function

Using the transparent box as focus:
measurements
capacity
open-closed
volume
area
ways to make use of
materials made from
weight
compactness
what it could hold
opaqueness and transparency





Objects

Using the twine as focus:
- measurements as in fractions
- measurements of other things
- composition
- practical uses, crafts, art objects
- texture
- weaving technique
- origin of raw materials
- knotting technique
- form

Using the onion as focus:
- plant cycles
- gardening
- seasons
- storage
- shape and texture
- senses: smelling, tasting, seeing, touching, hearing
- uses
- color
- size and structure
- relationship to crying and love

-Ask students to consider the objects as a group, looking for relationships between and among them. You might ask them to consider:
- Which objects are most similar - how?
- Which objects are least similar - why?
- What happens to each object over time?
- Which are natural and which manmade?
- What are some possible uses for all the objects beyond their obvious ones?

-Ask students which object they regard as most valuable, beautiful, and interesting. Discuss the criteria of valuing.

-Ask students to describe verbally the physical properties of the objects. Write words on the board for vocabulary expansion. Vary by use of analogies, for example, "it is round like a ball."

-Ask each student to bring any discarded or un-needed object found on the street or around the home. Have people prepare simple labels to identify the objects.

OCCUPANT MAIL

Your mail box and those of your students can provide other sources of free and often useful materials. "Junk mail" provides a world of words to be read, and many coping skills can be taught at the same time that word recognitions are practiced and understanding of sentence meaning is cultivated.

Both responsible and questionable advertising, propaganda, "free" gift offers, novelty catalogs, and subscription forms come frequently to persons who happen to be on a mass mailing list. Under current legislation, it is possible to have one's name added to or deleted from such lists; students may want to contact their local postal authority for more information.

These materials often include forms for requesting information, and these can provide basic practice in completing forms. The obligations incurred in actually returning these forms can be discussed as a part of consumer education.

Students may want to compare several kinds of advertisements received through the mail and judge the relative merits of the products and the various approaches made to buyers by sellers.

PAPER

Readers may think it strange -- or certainly redundant -- that we discuss "paper" as another tool or material in ABE teaching/learning activities, because almost all the exercises outlined in this book have built on the richness and availability of everyday everywhere printed paper materials.

What we suggest here, however, are a number of exercises that call for using prepared paper rather than found, intact, already existing materials. We hope we have been sensitive to your limited time and energy by not suggesting activities requiring extensive or repeated preparations.

You should be able to make several of the activity forms described below in a few minutes. They can be reproduced in quantity and used in many different learning activities over a period of time. What characterizes all of the exercises suggested in this section is their dependence on the student to finish. The almost-blank forms can be stimulating because they are obviously incomplete and require students' involvement; any number of learning activities can be devised using them as inspiration. We will have something to say about crossword puzzle forms (without definitions); blank pages with only numbers or letters down the left margins; pages with incomplete sentences or controversial statements; pages of shapes or pictures.

Two other materials made of paper, very different from the printed catalogs, newspapers, and menus which we have discussed, are blank envelopes and paper plates; they can also provide challenging and quite practical learning experiences for your ABE students. Your judgment about what your students will enjoy and find worthwhile must prevail; nothing works if it doesn't work!

Paper

A numbered page like the one opposite can serve a number of purposes in the ABE classroom. Consider these?

-Ask beginning level students to go through a magazine and find examples of one of something, two of something, and so on up to ten. On a form like the one opposite, have them write "two bananas," "three lipsticks," "four elephants." Students would include the numerical as well as the word form: "two (2) bananas." In our experience, the resultant lists are greatly varied and both interesting and amusing to read.

-With the lists of "two bananas," "four elephants," etc., and the magazine illustrations which correspond, involve students in matching words and images.

-Ask students to name ten people and to identify each with a word that indicates relationship.

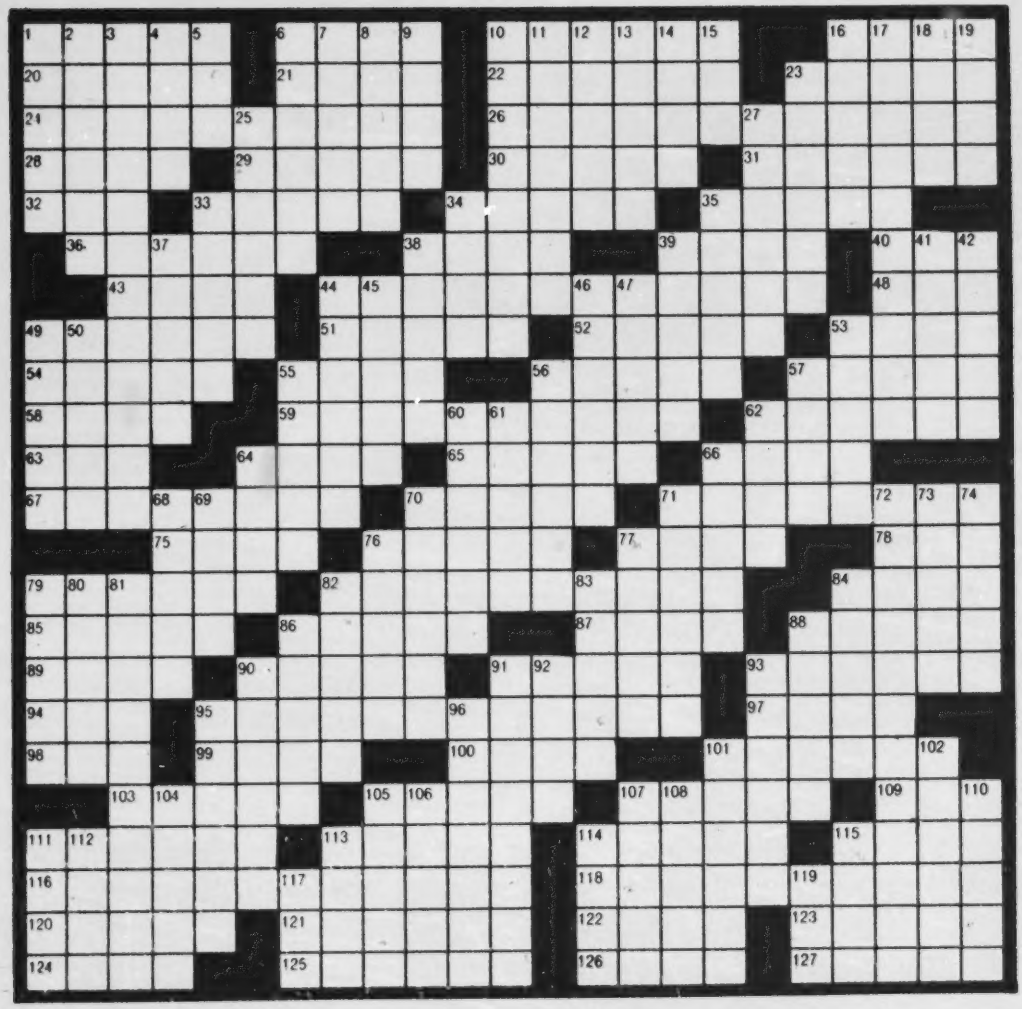
-Have students name ten places they have visited. Invite them to describe orally why they went to any of them and what they found there.

-Ask students to write an account of some event using ten sentences, one opposite each number on the otherwise blank page. A variation on this exercise is reminiscent of an old party game. Have the first student write a sentence opposite number one and pass the sheet to the second student, who contributes another sentence opposite number two, and so forth. A group story is the outcome, with students building on one another's ideas.

-For practice in writing money figures, have students convert each number to the different ways it can be expressed in money symbols: 3 to $3.00 of three dollars and $.03, 3¢ or three cents, for examples.

-Have students add and subtract all combinations of the numbers 1 to 10.

-Have students list ten ways they like to, or do, use their time. Convert to a values clarification exercise by having students code each item according to whether they do it alone (A) or with people (P); whether it costs more than $3 each time they do it ($); its overall significance in their lives by rank-ordering the three activities they would never want to give up (1, 2, 3); the items they wish to do more often (M); and the items they would like to do less often (L).



Paper

Blank paper becomes a "something" as soon as it has a mark on it. Markings can be as complex as a crossword design or as simple as a line.

-Students could practice a number of language skills using a puzzle form like the one opposite. Basically, they would be constructing a crossword puzzle. Students would be involved in listing two, three, four, and five letter words and then in writing short definitions or descriptions for them. The next step would be figuring out how all the words fit together.

-Instead of letters or numbers, geometric shapes could be the focus of another otherwise empty page. You can decide what directions to give individual students or the class to complete.

-Fold blank paper for lessons demonstrating fractions.

-Have students help you prepare a group of reusable sheets or cards, each of which contains some illustration or word which can become the focus of student assignments.

-On an otherwise blank page, type or print a sentence like one of the following. Students could choose any sheet to complete:

I saw _____

I wonder _____

I wish _____

I'm afraid that _____

I laughed when _____

Yesterday _____

Cars are _____

Sometimes _____

Children today are _____

If I were younger _____

My favorite television show is _____

A
B
C
D
E

F
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Z

Paper

More ideas using plain and fancy paper:

- -Reproduce a sheet with the alphabet printed down the left margin, each letter on a separate line, as we suggested you do with numbers. Students could be asked to complete each line with words beginning with a particular letter. All words with the same beginning letter could be pooled to produce a group word list useful for further language drill. This same list could provide stimuli for discussion and writing activities.

- -Sentences which start with each letter can be written to make a story.

- -Blank envelopes are useful in the ABE classroom. Students can get practice in actually addressing letters for a variety of purposes that are personally meaningful.

- -Use envelopes to store mini-exercises for students to work with as time allows.

- -Have students measure dimensions of envelopes or other pieces of paper for length, width, and square inches. With paper plates, measure circumference, diameter, and square inches.

- -Paper plates, because of their round shape, are useful in demonstrating parts and wholes, but they can also be used as frames for mounting magazine illustrations to be stacked and reused in a variety of ways. Also, paper plates make ideal clock faces and are useful for learning concepts of degrees and angles.

- -Prepare deliberately misspelled material for beginning readers; have them correct. Prepare unpunctuated pages for students to complete.

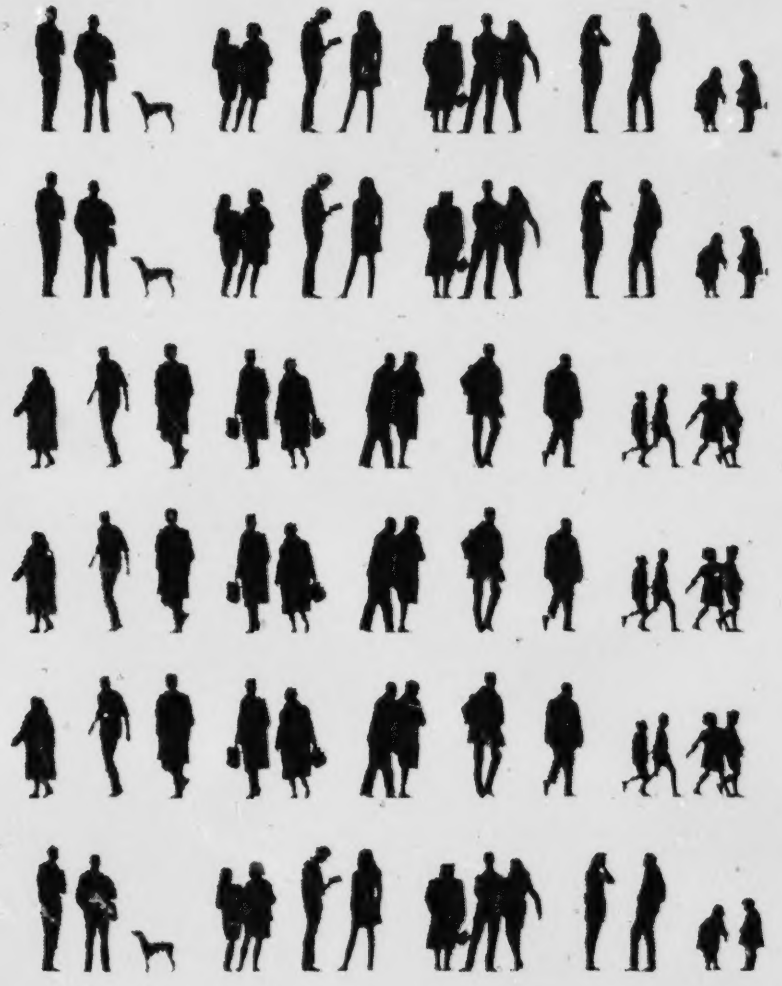
PEOPLE

A teaching resource or material not usually regarded as such is people. It is not customary to think of human beings as objects, at least not in a positive way. We often complain about the dehumanizing implications of computer technology which seems to transform persons into objects for easy processing.

We propose that you as ABE teachers think about using people themselves as teaching resources, in two ways. The first isn't too surprising: use your students and their friends and families as collectors or generators of materials based on their interests, needs, and associations with particular kinds of jobs, hobbies, or entertainment. The second suggestion: use your students and other persons in the environment as props, as information resources, and for demonstrating or simulating various processes and approaches of interest to students themselves. The following suggestions focus on using students and other people in both ways to enrich the ABE curriculum.

In general, encourage students to become scavengers and collectors of words, numbers, materials, images, brochures, and, of course, anything from the real world they either need to read or want to read. As teachers we have the potential to reawaken curiosity and to establish contact with the signs and symbols of everyday reality. The best commercial materials should never be expected to do the whole teaching/learning job with ABE students. Artifacts from the student's world should reinforce, extend, and enrich conventional teaching materials. Students should be encouraged to bring to the classroom materials they find in their own incredibly rich environments. Anything can be an important reading material if the student feels a need to read it, and if materials are student selected, we can generally assume motivation and a focused interest, both of which are essential conditions to learning.

Have students start from their own experience and develop reading work from this. An example might be naming friends and writing several sentences about each. Use students' speaking vocabularies as the basis for enriching their reading vocabularies. Obviously, all ABE students can say more words than they can read. Ask an advanced student or aide to transcribe the student's "talk" by isolating important words on cards. These cards can be studied, and students can gain considerable confidence as they realize they can read much of what they can easily verbalize.



People

The physical presences of the people in an ABE classroom suggest still more exercises. Students can be counted, grouped, described, and named. Many math exercises can be developed relating to the number of people in the room.

Simple counting:	How many people are there?
Adding:	Count the males and females; add the two numbers.
Subtracting:	How many more students than teachers? Males than females?
Multiplying	This is the size of the class. If there were two classes this size, how many people would there be? Three classes? Ten classes?
Dividing	If we were to play a game with two people on a team, how many teams would there be? If we had three teams, how many people on each? How many others would not be on teams?

Self-description is a useful means of helping some students gain in self-awareness and self-acceptance. Asking students to list five adjectives describing themselves can serve as a get-acquainted activity early in the school term.

Student journals or diaries can be assigned for practice in technical writing skills and composition. The student might be asked to write a short paragraph at the start or end of each class session. You can assign general or specific topics, or leave the choice to the student.

Many ABE students enjoy this kind of ongoing activity. Journal pages collected in individual student folders serve as a review of class work, as a focus for answering the periodic "how am I doing?" question, and as a physical reminder that much has actually been accomplished. In general, students need to see tangible evidence of their progress.

People

Work is a crucial dimension of most people's lives. Certainly ABE students need whatever help we can provide in locating available jobs, applying for those jobs, keeping them or gracefully leaving them, and upgrading work skills. Appropriate and effective work-related behavior can be encouraged in various ways.

Role-playing is surely one strategy which lends itself well to simulated job interviews and conflict management on the job. Discussion is another technique for acquiring and sharing information. Students can share experiences in how they found and lost jobs, what they have learned about getting along at work, and what they actually do in their jobs. Many ABE students get locked into particular jobs early in their work lives because they are unfamiliar with other employment options.

-Have students describe their daily work. Help them develop a job-related reading vocabulary by listing all words associated with their work as they describe it to you.

-Encourage students to bring work orders, written directions, and charts used in their place of employment. Ask students to copy phrases from various work forms and use them in complete sentences. All work-connected forms are directly useful in increasing coping skills, but they also are useful for vocabulary extension and drill. Using materials brought by one another, students can gain extended awareness of other work environments.

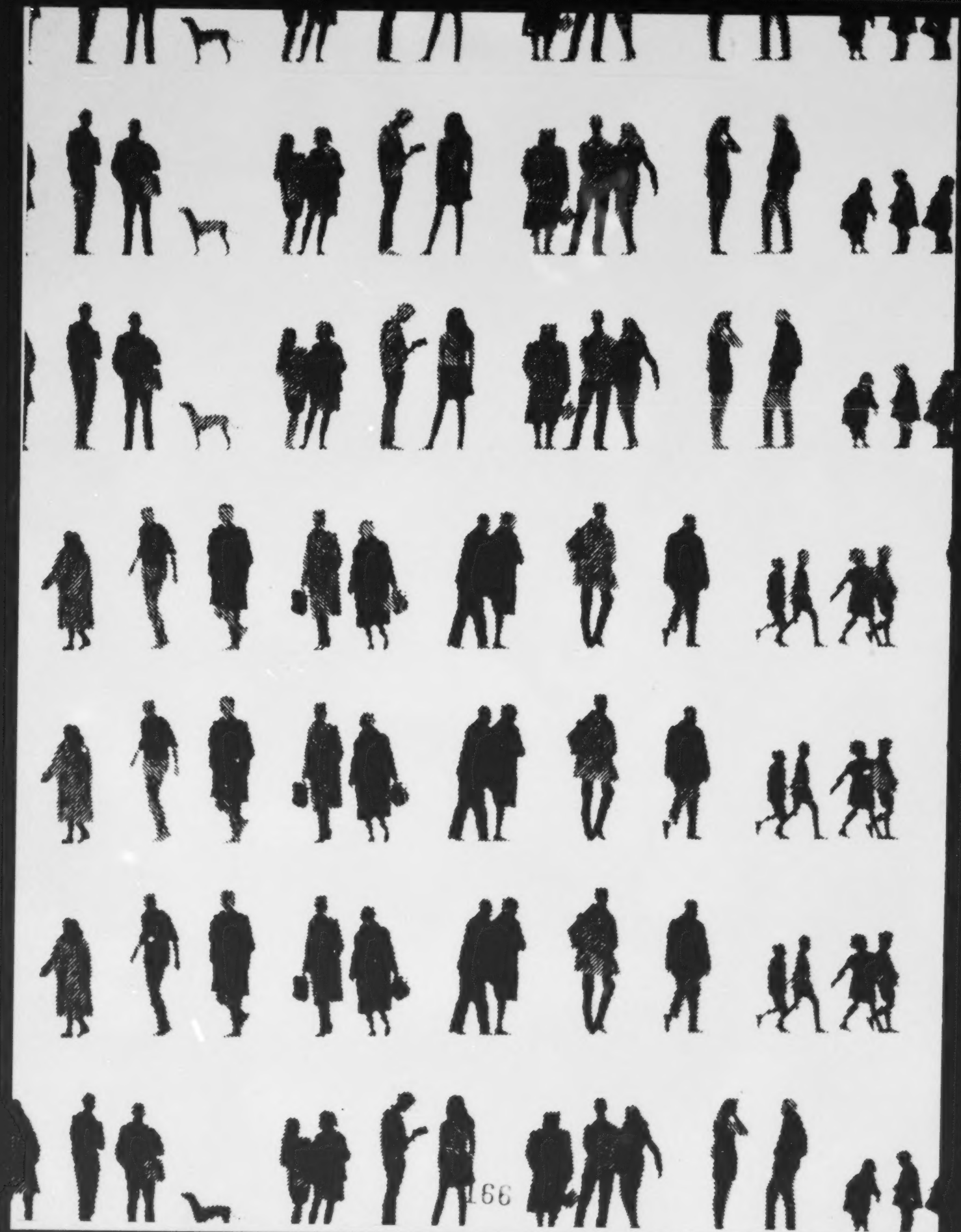
-Involve a group of students in discussion of the kinds of behavior that are desirable and undesirable on a job.

-Have students dictate their own experience stories related to the first day on a new job.

-Give students opportunities to role play what they would say in employment interviews.

-Prepare students for job interviews by developing a list of questions an employer is likely to ask.

-Have students act out a situation in which they felt they were treated unjustly by a supervisor or fellow employee. Help students to understand the dynamics of the situation and to develop effective self-assertive behavior.



Language Experience

The Language Experience approach to reading is a successful method of using students themselves to build reading material. Briefly, this is a method in which the student dictates his own story or experience, the teacher writes it in the student's exact words, and the student then uses it for reading practice. Students practice reading skills on one another's stories as well as their own. The material produced is of high interest because of its personalized content.

Step-by-step procedure for using language experience approach:

1. Ask the student to choose an event from his/her own experience. It could be a report on an activity, an expression of opinion about an issue, or an account of a TV show or movie. You may have to encourage students by asking questions until a topic interesting to them emerges.

2. The teacher writes the entire story in manuscript as the student speaks, retaining student's syntax and expression as much as possible. No words are written that the student hasn't spoken. Ask students to repeat each sentence until you get it written accurately.

3. Teacher reads the entire story to the student, pointing to individual words.

4. Student reads each sentence, pointing to words.

5. Students give titles to their stories.

6. Have students copy their stories.

7. Write words from the story on word cards. You may want to use all the words or only the more difficult ones.

8. Have student match word cards with words in the story. If you have used all the words, students can put them in order of their appearance in the story.

9. Mix the cards and have students read each card separately.

10. Have story typed in duplicate, double spaced, for student to read at the next class session.

11. Give students a copy of their stories for their own reading practice, for sharing, and of course for their own satisfaction.

12. Add to students' set of word cards additional words from new self-generated stories. Review this vocabulary card pack from time to time.

PICTURES

We have already referred to the supportive use of pictures in the ABE curriculum, in connection with their availability in catalogs and newspapers. There is more to be said. Although visual images have a remarkable potential as stimulants for students of all academic levels and ages, ABE students, whose background and previous educational experience has typically involved unsatisfying or frustrating experiences with written language, seem to respond especially well to learning activities which offer them relief from the strain of deciphering linguistic or mathematical symbols.

Some generalizations are in order: people like pictures. Pictures of various kinds can be easily incorporated into a wide range of skill training activities. Pictures are widely available and can be collected by you and your students for eventual, varied, and repeated use.

-Pictures can be matched with corresponding words.

-Students can be offered two or more like or unlike pictures and asked to compare them, orally or in writing.

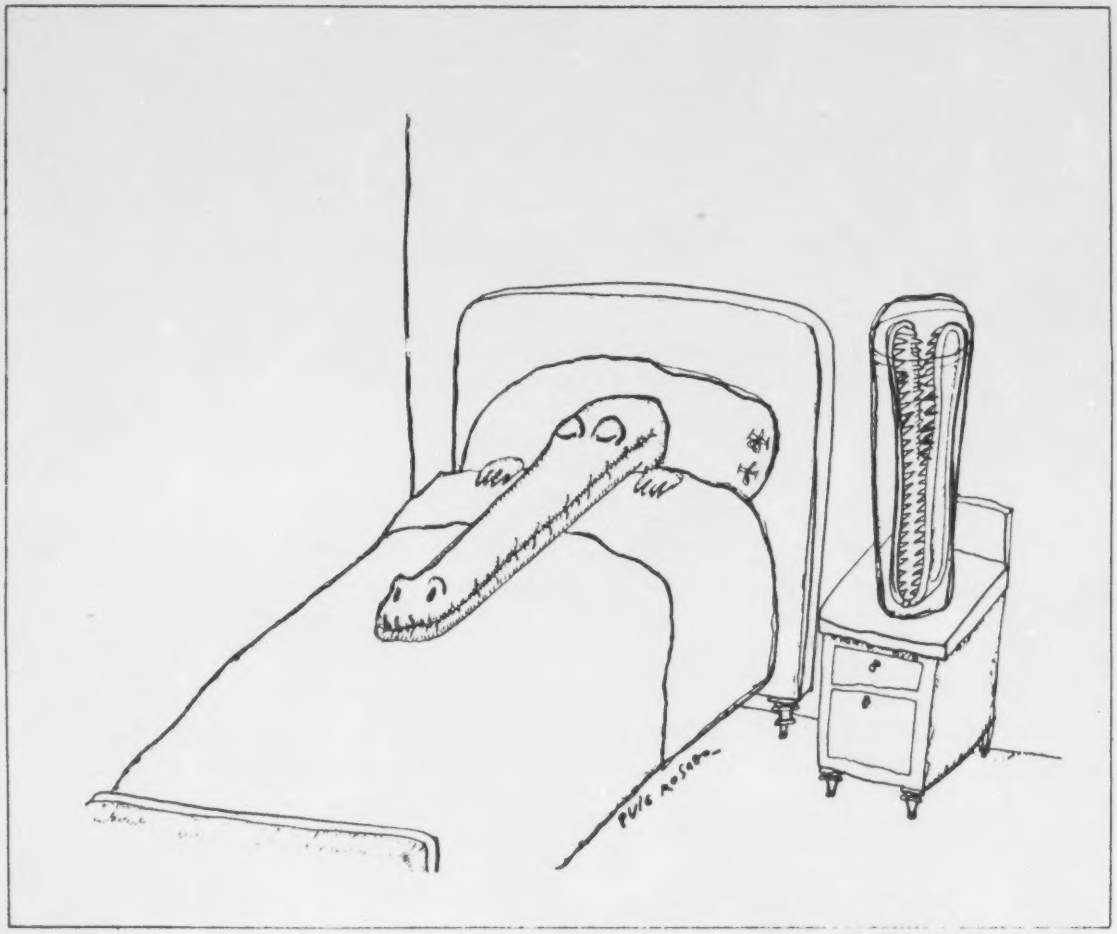
-Any simple image, like a window or a face, can provide the stimulus for writing or talking.

-Even a page from a color-by-numbers child's book can provide an unusual and interesting pictorial focus for some ABE students.

-Students could be asked to categorize or classify a number of individual pictures on the basis of some shared element or emphasis. The same group of pictures could be classified by several students working individually and the results compared and analyzed by the group. This activity can be used to stimulate discussion of differing points of view and criteria for classification.

-Have students choose a picture of someone from a magazine or newspaper and identify the emotion they think they see on the face of the person pictured. Ask them to write or say what might have influenced the person's mood. As an extension of this exercise, have the class list other human emotions. This will provide another provocative, evocative vocabulary list to use in a variety of language and self-expression activities.

GUARD YOUR HEART WITH YOUR HEAD. THAT'S WHAT IT'S THERE FOR.



GUARD YOUR HEART WITH YOUR HEAD. THAT'S WHAT IT'S THERE FOR.

Pictures

-If you have some control over what goes on the walls or bulletin boards in your ABE classroom, we encourage you to hang various kinds of illustrations and to change them frequently. Pictures are stimulating, especially when presented in a way that focuses attention on them. Try posting a provocative or funny picture with an empty sheet attached; print a simple question at the top of the page and invite students to comment, on the paper, as they wish.

-Using a magazine illustration or other visual image, ask your students as a group to identify all the things they see in the picture. As they talk, you write or print the words they say on the board. They will be surprised to see how much they saw--and the words they have said can provide opportunities for classification, syllabication, alphabetizing, and writing practice.

-Using a miscellaneous assortment of pictures that you and your class have collected, ask students to sort them various ways, such as most to least interesting or attractive; largest to smallest; or most complex to most simple.

-Have students choose a colored illustration and identify, in writing, all the colors in it.

-Ask students to write a sentence describing what is "happening" in a picture. These pictures, with their descriptions, can be collected in a book which becomes available for any student to read from.

-If your students are responsive to the idea, set aside a display area for them to mount pictures of their families and pets. Words of identification should accompany the pictures. Sharing of this kind can be helpful in bringing the class into a warmer and closer association--and this in turn should make the experience of coming to class more socially satisfying.

and more and more and more and more and more and more

Tarzan kommt, o Königin!

זֶהוּ זֶה! מַסְפִּיק וְדַי! וְעַכְשָׁו בּוֹאוּ נֵצֵא מִכַּאן!

AL OTRO DÍA, CERCA DE SU VILLA, LORD GREYSTOKE VUELVE A SER TARZÁN. ENTONCES...
MUVIRO, IREMOS A OPAR. ALGUIEN NOS VIGILA Y QUIERO QUE NOS SIGA. VAMOS.
VOY A LLEVAR A MIS MEJORES GUERREROS. PUEDE HABER PELEA.

Comics and Cartoons

As you all know, cartoons and comic strips are found in various forms throughout the world; they seem to have wide appeal as communication media. Sometimes they function primarily for entertainment, but often they have more serious purposes.

In your work with ABE students, you will probably not want to concentrate on serious political cartoons. But there are a variety of other comics and cartoons that your students may find refreshing. Variety is an important spice of ABE student life.

Using Comic Strips:

-Have students describe, orally or in writing, some cartoon character with whom they are familiar.

-Discuss social statements made in some cartoons.

-Cut comics apart and have students rearrange in sequence.

-Ask willing students to draw their own comic strips, using even primitive stick figure illustrations. Other students could write simple accompanying dialogue.

-Use words in the comic strip "bubbles" for reading practice.

Using Cartoons:

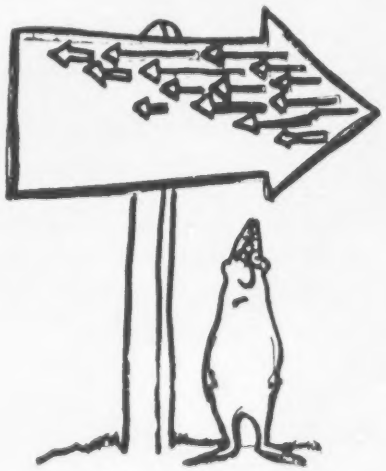
-Use cartoons with or without captions as focus for group discussions.

-Ask students to write captions for cartoons.

-Have students bring into class cartoons they particularly like.

-Encourage them to mount them in a "book" for future use.

-Ask students to interpret a cartoon orally for the class.



From DIKOBRAZ, Prague

HOTEL ASSOCIATION OF NEW YORK CITY, Inc

TO INSURE A MORE PLEASANT STAY, WE SUGGEST THE FOLLOWING:

KEEP DOOR LOCKED WHEN IN ROOM.

DO NOT DISPLAY VALUABLES IN ROOM.

PLACE THEM IN HOTEL SAFE DEPOSIT BOX.

CLOSE ROOM DOOR BY HAND WHEN LEAVING HOTEL.

NEVER ADMIT PERSONS WITH UNSOLICITED DELIVERIES.

DO NOT LEAVE LUGGAGE UNATTENDED WHEN CHECKING OUT.

DO NOT REVEAL NAME OF HOTEL OR ROOM NUMBER TO STRANGERS.

DEPOSIT KEY WITH DESK CLERK UPON LEAVING OR CHECKING OUT.

NEVER ADMIT REPAIRMEN TO ROOM WITHOUT CHECKING WITH THE MANAGER.

NEVER DISCUSS PLANS FOR STAYING AWAY FROM HOTEL IN FRONT OF STRANGERS.

SIGNS

Our environment is full of signs. It is even likely that your classroom has a number of posted signs which give directions, warnings, or advice. Use signs with ABE students for reading practice as well as for general coping skills experience.

Many signs are printed on ordinary paper and can be easily collected for classroom use. Bus stations and various stores and business establishments will often make signs available to you when they are outdated. The bold lettering on some signs invites cutting and reassembling activities.

If you have a budget to cover occasional film and processing costs, you may want to have a student photograph signs around town. These pictures can then be used as flashcards, for reading recognition.

You may want to compile a list of essential vocabulary and phrases found on signs - Men, Women, No Smoking, Authorized Personnel Only, Exit, Danger. Road signs can be a special topic for study, and illustrations can be easily found in maps and driver's manuals.

Posters are another kind of sign. Store owners that allow civic groups to place posters in their windows are also willing to give you out-of-date posters. Students can be asked to design posters to support some cause and to reflect on how using words on posters differs from the way we usually speak and write.

Store signs, church signs, street signs, and house numbers are other signs all around us. "Help wanted-Inquire within" is a sign of special interest to the unemployed, but if the notice can not be read, it can hardly result in a job.

Signs, like most other everyday everywhere materials, can be read for their original informational purposes, but they can be stretched far beyond those intentions to become potent learning resources.

Joy Cheer Pet Team Glad Wish Raid Joy Cheer Pet Team Glad Wish Raid

Joy Cheer Pet Team Glad Wish Raid

Joy Cheer Pet Team Glad Wish Raid Joy Cheer Pet Team Glad Wish Raid

Gain Banquet Hefty Cascade Dove Wise

Gain Banquet Hefty Cascade Dove Wise Gain Banquet Hefty Cascade Dove

Bold Vanish Joy Wish Tang Zest Era

Bold Vanish Joy Wish Tang Zest Era Bold Vanish Joy Wish Zest Era

Dove Tone Safeguard Caress Dash Tide

Dove Tone Safeguard Caress Dash Tide Dove Tone Safeguard Caress Dash

Glad Finish Awake Comet Wish Lava Joy

Glad Finish Awake Comet Wish Lava Joy Glad Finish Awake Comet Wish

Caress Tide Glad Hefty Joy Zest Awake

Caress Tide Glad Hefty Joy Zest Awake Caress Tide Glad Hefty Joy Zest

All Lava Safeguard Dove Tang Era

All Lava Safeguard Dove Tang Era All Lave Safeguard Dove Tang Era All

Vanish Comet Zest Total Joy Finish

Vanish Comet Zest Total Joy Finish Vanish Comet Zest Total Joy Finish

Dixie Awake Comet All Glad Joy

Dixie Awake Comet All Glad Joy Dixie Awake Comet All Glad Joy Dixie

Dove Raid Ivory Tone Dash Wish Joy

Dove Raid Ivory Tone Dash Wish Joy Dove Raid Ivory Tone Dash Wish

Banquet Gain Bold Total Wish Dove

Banquet Gain Bold Total Wish Dove Banquet Gain Bold Total Wish Dove

Raid Pet Cheer Wish Finish Dixie

Raid Pet Cheer Wish Finish Dixie Raid Pet Cheer Wish Finish Dixie Raid

Era Glad Wish Zest Cascade Dove Wise

Era Glad Wish Zest Cascade Dove Wise Era Glad Wish Zest Cascade Dove

Bold Vanish Joy Caress Dash Joy Tide

Bold Vanish Joy Caress Dash Joy Tide Bold Vanish Joy Caress Dash Joy

Gain Tang Bold Dash All Joy Finish

Gain Tang Bold Dash All Joy Finish Gain Tang Bold Dash All Joy Finish

Awake Joy All Imperial Team Total

Awake Joy All Imperial Team Total Awake Joy All Imperial Team Total

All Joy Zest Wish All Wish Joy Zest

All Joy Zest Wish All Wish Joy Zest All Joy Zest Wish All Wish Joy

Logos

We all know how a toddler learns to read the word MILK from the carton on the table. So, too, do "illiterate" adults frequently read--in the sense of associating a word with its referent. Our job is to use what beginning level ABE students already read to build their reading skills and confidence. Students can and do make more sense of written language than they sometimes realize.

Logos, the distinctive store and product names associated with certain type styles, are frequently read by students who claim they can't read. Consider these suggestions for using logos in your work with ABE students.

-Build a collection of labels showing one-word logos. Give students practice in reading product names.

-Print logos on word cards. Have students recognize words in other forms, without familiar typography.

-Consider other meanings of some common product names.

-Have students match lists of words with definitions.

-Use words in sentences.

-Use logos for handwriting and spelling drill.

-Have students put word cards in alphabetical order.

-Use word cards of logos for phonics work. Have students find words beginning with the same sounds; words with specific vowel sounds; words with similar endings.

-Demonstrate to students how changing and adding letters in the words they already know produces new words, for example: tide, ride, hide, side, slide; all, tall, fall, call, small; joy, job, jot, jog, Joe.

-Have students find words that rhyme with the words on cards.

and more and more and more and more and more and more

TYPEWRITERS/ TAPE RECORDERS

Tape recorders and typewriters are extremely useful tools in the ABE classroom. If you are fortunate enough to have continuous or occasional access to them, here are some suggestions.

-Students can read a story into the recorder. In playback, suggestions can be made for improving pronunciation or tone.

-Students can relate a true experience into the recorder. Someone else, you or an advanced student or volunteer, could transcribe the anecdote into typed copy. That story would then become a reading that the author and other students could read at any time. This approach, called the language experience method, is an exciting new strategy in ABE teaching/learning situations. It has its origin in reading activities with young students. Early research results indicate that adult students frequently prefer to read material that fellow students have generated from their own experience. These stories seem more "real," more alive, than materials which may be more grammatically correct but are less personal and authentic.

-Students may find it satisfying to type their own sentences, or copy yours, even if they must use the "hunt-and-peck" method of typing.

-Tape a series of directions which culminates in a finished paper of some sort. Have students listen to the tape, individually or as a group, and follow the directions. To train for listening skills, you might ask students to listen to the entire tape and then explain the steps outlined.

TELEPHONE BOOK

The telephone directory is a resource which almost all adults need to use. Telephone books brought to ABE classes by students or provided by the telephone company can provide many rich learning opportunities. The use of the telephone book may be directly related to all areas of Adult Performance Level Objectives: occupational knowledge, consumer economics, health, government and law, and community resources. Many fundamental coping skills are related to the adult's competence in using the telephone.

It is not unusual for ABE students to feel inadequate in respect to the telephone and the telephone directory. Students experience a great surge in control over their lives when they learn to locate telephone numbers without trauma. The understanding of alphabetization and indexes is essential for mastery of this coping skill, as well as sensitivity to alternative possible spellings of names. Almost any ABE students could profit from roleplaying exercises focusing on how to make calls for information, how to make long distance calls, how to report emergencies and summon help, and how to handle obscene phone calls, talkative neighbors, or high pressure sales tactics.

The phone book adapts well to use with all levels of students. The beginning reader can work with letters and numbers alone in various exercises. Complex material included in the phone book can provide the basis for reading work by more advanced students.

The mass of information found in telephone books can serve as focus for other ABE class work. Time zones can be discussed in geography units; emergency services in health and safety units; yellow pages in consumer education and occupation units; and cover design and other illustrations in art-related projects.

Specialized phone directories, such as those listing community social services, are also useful teaching/learning resources. You can enhance student skills at the same time that you enlarge their worlds through exposure to important products and services.

7 ALASKA HAWAII
9 PACIFIC
10 MOUNTAIN
11 CENTRAL
12 EASTERN
1 ATLANTIC
907 ALASKA
808 HAWAII
809 BERMUDA, PUERTO RICO, THE VIRGIN ISLANDS AND CERTAIN OTHER CARIBBEAN ISLANDS
BRITISH COLUMBIA 604
ALBERTA 403
SASKATCHEWAN 306
MANITOBA 204
ONTARIO
807
705
819
QUEBEC 418
NEWFOUNDLAND 709
PRINCE EDWARD ISLAND 902
NOVA SCOTIA 902
206
509
503 OREGON
406 MONTANA
IDAHO 208
307 WYOMING
701 N. DAKOTA
605 S. DAKOTA
218
612
715
507
608
414
712
515 IOWA
319
402 NEBRASKA
308
816
913
316
417
405
918
806
817
214
915
512
713
318
504
916
707
415
209
408
805
714
702 NEVADA
801 UTAH
303 COLORADO
602 ARIZONA
505 NEW MEXICO
NORTHWEST MEXICO 903
MEXICO CITY 905
906
616 MICHIGAN
517
313
312
519 LONDON
416
613
514
315
518
802 VT.
603
N.H.
617
207
MAINE
716
607
914
203
401 (R.I.)
516
212 (NEW YORK CITY)
201
609
302 (DEL.)
811
717
PENNSYLVANIA
412
215
219
419
OHIO 216
513
614
317 INDIANA
812
606
304
W. VIRGINIA
703
VIRGINIA
804
202 (WASH. DC)
502 KENTUCKY
615
704 N. CAROLINA
919
S. CAROLINA 803
404
GEORGIA
912
901
205 ALABAMA
601 MISSISSIPPI
501 ARKANSAS
504
904 FLORIDA
305
813
ARLINGTON
FREDERICKSBURG
703
RICHMOND
LYNCHBURG
804
ROANOKE
VIRGINIA
DANVILLE
NORFOLK

Telephone Book

Some general exercises using a telephone book include the following:

-Have students locate names of classmates in phone book.

-Compile class telephone directory from names, addresses, and telephone numbers of students.

-Give students a list of names taken from their local telephone directory. Have them find correct telephone numbers for each name and alphabetize the list.

-Have students make lists of their own most needed and used phone numbers.

-Have students use numbers from phone book in math exercises. Although these activities are terribly contrived, some students enjoy (?) adding, subtracting, multiplying and dividing telephone numbers.

-Invite a phone company representative to speak to your class on services performed by the telephone company. Invite student questions relating to the use of the telephone.

-Ask students to estimate the number of telephones in the local area on the basis of directory listings. Counting, adding, and multiplying skills would be used.

-Ask students to find a particular service or product using the Yellow Pages.

-Use the telephone book as a resource for information, for discussion stimuli, and for building practice exercises on such topics as:

- alphabetizing
- symbols
- indexes
- map reading
- time zones
- coding
- technology
- FIC regulations
- customer services
- advertising
- table of contents
- telegrams
- following directions
- emergency information
- letter writing
- computation of charges
- government offices
- comparative shopping
- products and services
- uses of phone
- color identification
- classification
- vocabulary
- communication skills
- addresses
- geography
- abbreviations
- record keeping
- categorizing
- cross reference
- telephone etiquette
- repair service
- area codes
- zip codes
- assertiveness training
- social services
- occupations
- charts

Hose & Tubing–Rubber & Plastic

PARKER HOSE & HOSE FITTINGS—
DISTRIBUTOR
FEREBEE-JOHNSON CO INC
Lower Basin ----------847-6651

Hospital Equipment & Supplies

C & C Sales 3014 Memorial Av----528-1670
Forest Pharmacy Inc
Medical Center Forest--237-6221

GENERAL MEDICAL ROANOKE-LYNCHBURG
- HOSPITAL BEDS
- WHEEL CHAIRS
- WALKERS, SUPPORTS
- OSTOMY SUPPLIES
- OXYGEN EQUIPMENT
- MEDICARE AND MEDICAID PATIENTS WELCOME

"FOR SALES & RENTALS"
HOME HEALTHCARE CENTER
GENERAL MEDICAL ROANOKE-LYNCHBURG
2406 12th St--847-7747

GLASS KIMBALL HOME CONVALESCENT & OXYGEN SERVICE
Hospital Equipment & Supplies-Rentals
4628 Fort Av----------237-2746
LYNCHBURG ORTHOPAEDIC LABORATORY INC
1919 Thomson Dr--846-1803
Metropolitan Convalescent Rentals & Sales 3014 Memorial Av-------845-4800
Peoples Service Drug Stores
PittmanPlazaShoppingCtr--845-6021

Hospitalization, Medical & Surgical Plans

AMERICAN HEALTH AND LIFE INSURANCE
SPECIALIZING IN HEALTH INSURANCE
"You Can Expect Special Results From A Specialist Insurer"
"WHERE TO CALL"
Mitchell Ernest W
District Manager
First&Merchants NatlBkBg - ----------846-4661

Virginia Mutual Benefit Life Ins Co
Allied Arts Bldg--845-5161

Hospitals

See Also Sanitariums

GILL MEMORIAL EYE EAR NOSE & THROAT HOSPITAL
711 Jefferson St SW
Roanoke Va--703 344-2071

GUGGENHEIMER MEMORIAL HOSPITAL
Operated By Lynchburg General Marshall-Lodge Hospitals Inc.
MEDICARE APPROVED EXTENDED CARE FACILITY FOR INTENSIVE and SKILLED NURSING CARE
VISITING HOURS
11:00 AM-8:30 PM
Rest Period 12:00 Noon-2:30 PM
Other Hours By Special Permission

Hospitals (cont'd)

Lynchburg General-Marshall Lodge Hospital Inc
1900 Tate Springs Rd-------528-2000

LYNCHBURG GENERAL-MARSHALL LODGE HOSPITALS INC
GENERAL DIVISION
1900 Tate Springs Rd. 528-2000
VISITING HOURS
REGULAR CARE AREAS
3:30-4:30 PM & 7:30-8:30 PM
SPECIAL CARE UNITS
One Visitor At A Time
7:30 AM-7:45 AM—11:30-11:45 AM
4:30 PM-4:45 PM—8:30-8:45 PM
ADULTS ONLY
PATIENT REST HOUR
2:30-3:30 PM
GUGGENHEIMER MEMORIAL HOSPITAL
1900 Grace St. 528-2000
Operated By Lynchburg General-Marshall Lodge Hospitals, Inc.
1900 Tate Springs Rd-------528-2000

RYAN'S NURSING HOME
RN ON DUTY 24 HOURS
See Our Large Ad Under Nursing Homes
Amherst Va ----------946-7781

Virginia Baptist Hospital
3300RivermontAv--384-4000

VIRGINIA BAPTIST HOSPITAL
GENERAL VISITING HOURS
3:30 PM - 4:30 PM - 7:00 PM - 8:30 PM And
For Immediate Family Only
11:00 AM - 12 Noon
FOR
MATERNITY FLOOR
3:30 PM - 4:30 PM
7:00 - 8:30 PM
FOR
PEDIATRICS
3:30 PM - 4:30 PM
7:00 PM - 8:00 PM
3300 Rivermont Av--------384-4000

Hot Oil Heaters

See Boiler Distributors & Manufacturers

Hot Oil Heaters

See Heat Exchangers, Also Boiler Distributor & Manufacturers

Hotels

Econo-Travel Motor Hotel
Rt 29 S Expressway--847-1045
Forest Hills Motel
2032 Lakeside Dr--239-4435
Harvey's Motel Rt29A S---------239-2611
Holiday Inn
No 1 Route 29 N Madison Hts---846-6506
No 2 Rt 29 S Expressway
Lynchburg--847-4424
RAMADA INN 1500 Main St-----845-5975
SHERATON INN
See Our Ad Under Motels
Rt 29 Expressway----------847-9041
Stewart Arms Hotel 9th & Church--846-4673
Thomas Motor Lodge Rt29N ------845-2121

For more convenience—for more privacy on your calls—get a handy extension telephone for every room in your home. You'll wonder how

Hotels–Out-Of-Town Reservations

COSMO TRAVEL SERVICE LTD
A Member Of American Express Space Bank Reservations
2006 Memorial Av----------845-0957
HILTON RESERVATION SERVICE
Reservations Worldwide
No Charge To Calling Party ----------1-800 552-9910

House & Building Movers

EXPERT HOUSE MOVERS INC
2397-C North Landing Rd
Virginia Beach--427-5750

House Cleaning

Central Janitorial Services Inc
See Ad Under Janitor Service
2634 Lakeside Dr ----------237-0001
SERVICEMASTER OF LYNCHBURG
See Ad Under Carpet & Rug Cleaners
7208 Timber Lake Rd -------239-3838
SPARKLE WASH
Exterior Only
129 Mays St Madison Hts----846-0200

House Wreckers

See Wrecking Contractors

Household Appliances

See Electric Appliances–Major, Electric Appliances–Small, Gas Appliances, Air Conditioning–Room Units, Dishwashing Machines, Ranges & Stoves, Refrigerators & Freezers, Washing Machines, Dryers & Ironers, Water Heaters–Dealers, etc.

Humidifying Apparatus

Dudley's Heating & Air Conditioning Company 2420 Lakeside Dr-----237-6296
Moseley Terrell E Inc
2210BedfordAv--847-1223
Neighbors Bros Heating & Air Conditioning Co 29 South------237-4332
Wooldridge Heating & Oil Co -----239-0664

Hydraulic Equipment & Supplies

COMMERCIAL SHEARING INC—
FRANCHISED STOCKING DISTRIBUTOR
GENERAL HYDRAULICS CO INC
1100 N Graham St
Charlotte NC--704 333-9605

FEREBEE-JOHNSON CO INC
Cylinders-Valves-Etc
Lower Basin ---------- 847-6651
(Continued Next Page)

Live better — live easier — with handy extension telephones in all rooms of the house where a telephone call might be received or

Yellow Pages

The yellow pages of a telephone book can be important time savers, as any telephone company will assure you. Knowing where to look and how to ask questions about advertised goods and services can save money and minimize stress for your students.

-Discuss with students the purposes and style of the yellow pages.

-Help students understand the cross-reference system used in the yellow pages. Examine with them the table of contents if your phone book includes this. Ask students to find items that give a cross-reference and then to pursue the cross-reference for a specific phone number or address.

-Ask students to locate the address and telephone number of a dentist, a home building company, a school, a department store, and a detective agency.

-Help students understand how yellow pages can help them find jobs. Ask students to list the names of all employment agencies in their area. Have them find the names of three companies that might place people with their occupational skills. For additional practice, have students find phone numbers of places where a salesclerk might apply for a job; do the same for other occupations. Students might also identify the different kinds of jobs that would be needed by specific companies listed in the yellow pages.

-Demonstrate to students how yellow pages can be used to save time and money. Have students find three businesses that sell a particular item and telephone each for a comparison of costs on one specific product.

-Discuss with students the meaning of the slogan, "Let your fingers do the walking."

-Help students compile a list of service agencies in the area. Use listing under "government" and also under specific headings.

emergency numbers

Write in the telephone numbers you will need in case of emergency.

ambulance & rescue

fire

police

state police

doctor
office
home

FBI directory assistance

U.S. Secret Service

► **or dial** "OPERATOR" in any emergency and say for example

"I want to report a fire at—" or "I want a policeman at—."

If you cannot stay at the telephone, tell the "OPERATOR" the exact location where help is needed.

Emergency Numbers

There are a number of phone numbers to which any family needs immediate access in the stress of emergency. ABE students can be helped to prepare this list of emergency contacts and urged to keep it near the phone.

Initiate student role-play activities, starting with an emergency situation and rehearsing what a person would say in reporting a car accident, a fire, a robbery, a shooting, a choking, a sudden intense pain, or a home accident.

Coach students to report the nature of the emergency, the kind of help needed, the address, their name, and the telephone number at which they can be reached. Describe to them some situations in which one calls the operator for help instead of placing an emergency call directly.

Have students chart important phone numbers and addresses. These include all or some of the following list:

family doctor
police or sheriff
fire department
hospital emergency room
ambulance/rescue squad
relatives to be notified in case of accident
dentist
pharmacist
poison control center
City or County Health Department
City or County Welfare Office
insurance agent
lawyer or legal aid society
Civil Defence Office
Red Cross Office

Discuss with students the service offered by each of the above. Identify relevant non-emergency services as well.

Have students identify other sources of help in their communities. Students can locate, in the yellow pages or community services directory, agencies or individuals to contact in relation to problems of drug abuse, suicide prevention, child abuse, assault, psychiatric emergency, special health needs, alcoholism, pregnancy related problems, marriage and family problems, emergency financial need, and unemployment.

As a class, your students might build a chart or small book summarizing emergency information and including listings of agency title, address, phone number, services available, and requirements for obtaining services.

WORDS

So much of the work we do with adult students is centered around words. We aim to build student skills and confidence in saying and reading words, in putting them together in sensible, intelligible ways.

Throughout this idea book, we have suggested ways in which words from particular sources can be used. This section both summarizes and extends previous discussions of words as multiple-purpose teaching media. Many strategies are suggested for working with words, but you will think of many more.

Any exercise that centers on an unnatural isolation of words should be assigned with discretion. Word study can seem boring and irrelevant to students; vocabulary work by itself can be over-stressed. We are interested in increasing the competency of ABE students with living language, the language of their lives. By taking words where we find them and generating learning experiences from those stimuli, we are likely to interest and involve adult students. "Schooly" exercises may meet considerable resistance. However, there is much to be said for activities focused on isolated word units, and when you do this, we recommend that you have students write or print words, rather than just read them. Research indicates that kinesthetics is a powerful learning tool.

Multi-purpose word lists and word cards provide ABE students with opportunities to measure their competence with the basic components of language. They can see what they know--and perhaps discover that they know more than they may have thought they knew. Words become less mysterious as the units of experience that define the world--words--become more familiar. We can build confidence in students by planning learning exercises which build on present competence and relate what is already mastered to new material and situations. One goal is to build students' reading vocabulary so that it approaches the richness of their total speaking vocabularies; another goal is to introduce new words which have specific functional utility in their lives.

When working with ABE students who begin with almost no reading skills, you may want to accompany or precede word work with work on the alphabet, showing upper and lower case letters in both print and cursive styles in the four corners of index cards. You can include arrows demonstrating how these letters are formed. The value of having all four forms on one card is that students at the printing stage are exposed to the cursive form even before they are ready to practice it. When ready, students have immediate reminders of the earlier forms in which they saw the letter. Students can use these cards as models for handwriting practice.

The True Role of Sex in a Successful Marriage

...Too Often We Concentrate on Physical Satisfaction And Neglect the Other Vital Dimensions of Human Love

By PAUL H. LANDIS
Author of "Making the Most of Marriage"

In recent years we have become so analytical about the sexual relationship in marriage that the true significance and beauty of physical love between husband and wife are too often lost.

We talk too much about sex. We read too much about it. Advertisements, magazine illustrations, television, movies, popular songs, glorify sexual love on all sides of us. This kind of perfume will stimulate her passion, that brand of shaving soap will make him a real he-man.

We overemphasize the erotic. We concentrate on physical satisfaction as the sole criterion of success in marriage. And, in doing so, we neglect the other vital dimensions of human love.

"What is sex," wrote D.H. Lawrence, "but the symbol of the relation of man to woman, woman to man? It consists of infinite different flows between the two beings.

"Sometimes, sex desire itself departs completely.

"Yet the great flow of the relationship goes on, undying, and this is the flow of living sex, the relation between man and woman that lasts a lifetime, and of which sex desire is only one vivid manifestation."

To know that one is loved, and to love; these are the greatest satisfactions in life and they are not confined to physical relationships. The love of a wife or sweetheart has drawn men back from death, has ennobled many lives.

A word spoken at the right moment may give more comfort and reassurance than any form of physical contact. The knowledge that another stands by and understands is, in critical moments of life, the ultimate value of love.

If it were not for these deeper undercurrents marriage would long since have ceased to exist as an enduring human relationship.

It is the exceptional couple who are drawn to each other only because of physical attraction, and it is still more exceptional for two people to remain long together on such a basis.

Two people meet, and their acquaintance grows to friendship because of their mutual interests.

They have common intellectual or recreational pursuits.

They belong to, and work with, the same church groups or other organizations. They have a common past or share like aspirations.

If these relationships are right, physical attraction usually comes as the culmination of their feelings, rather than having been the cause of them.

Only as sex is supported by many other values does it remain important.

A young divorcee of my acquaintance still thinks back with tenderness upon a marriage that broke up because she and her husband had overestimated the importance of sexual response in their marriage.

In recent years we _____ become so analytical about _____ sexual relationship in marriage _____ that the true significance _____ beauty of physical love _____ husband and wife are too _____ lost.

We talk too _____ about sex. We read _____ much about it. Advertisements, _____ illustrations, television, movies, popular _____, glorify sexual love on _____ sides of us. This _____ of perfume will stimulate _____ passion, that brand of _____ soap will make him _____ real he-man.

was sure that I should get the same excitement out of sex that he did.

"We never relaxed and enjoyed the intimate life that could have been ours. Instead we searched for a kind of mutual ecstasy that was forever out of reach. Our sex life became a time of tension and awkward experimentation that left us more and more upset and dissatisfied.

"After a while I lost even the simple but deep happiness I had known in our intimate life, and from there on our marriage had little value or meaning to either of us."

Physical love is important

to divorce lawyers.

But perhaps there is no real problem at all. Perhaps they have only expected too much of sex in marriage.

Medical authorities believe that a third of married women rarely or never achieve sexual climax.

How physical love is expressed by a particular couple, and how often, is a highly individualized matter and it need not be standardized.

Dr. Emil Novak of Johns Hopkins University, after 40 years of medical experience with women, said convincingly that there are many women who are physically and emo- ally normal, who love their bands devotedly, who have ne children, yet have never oughout their married lives erienced any great degree physical gratification from sex act.

or do they feel frustrated cheated.

may be difficult for men understand this. But with men, sex feeling is much re diffused throughout the y than with men. It is more sely related to affection and eral emotional satisfac-

To large numbers of hap- married wives," accord- ing to Dr. John Rock, at the Free Hospital for Women at Brookline, Mass., "sexual expression is essentially a very rewarding spiritual experience with the man each cares

(Continued on next page)

Words

Help students understand how to use context clues in reading material. Use the cloze procedure of rewriting a paragraph with words omitted at regular intervals. Students fill in the missing words. Comparison of different students' fill-in responses will demonstrate how we can gain meaning from other words in a sentence and also how different words can give similar meanings.

-Before asking students to complete the text, introduce new words by listing them on the board and using them in sentences.

-Have students select the missing word in a sentence from among several words which appear similar.

-Have students underline words beginning or ending with the same sounds, containing the same vowel sounds, and so forth.

-Have students locate all contractions and write the words they represent.

-Have students draw a line between the syllables of words. Have them circle prefixes, roots, and suffixes of words.

-Help students develop vocabulary by having them read a story, choose ten words, and write a synonym and/or antonym for each.

-Give students a simple sentence and ask them to rewrite it, changing three small words to larger or different words with the same meaning.

-Have students underline words that tell who, what, when, where, why, and how.

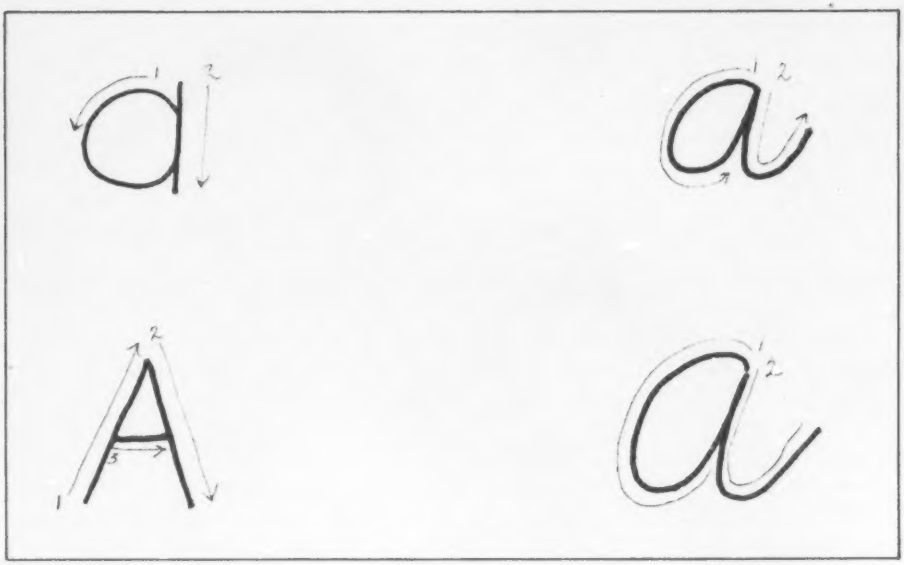
-Have the students put into correct order a group of jumbled words.

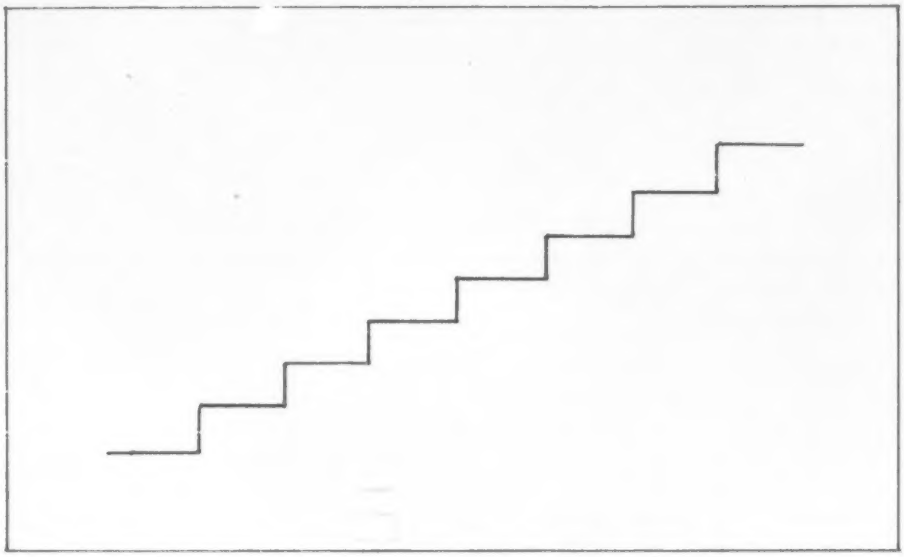
-Have students underline words in a story that answer a question you ask. Use vocabulary words from story for spelling and handwriting practice.

-Pick a word from the dictionary or from a story. Pronounce words and ask students to identify the sounds and corresponding letters.

-Put a word on board--with some spaces missing. Have students complete the word.

etc. etc. etc. etc. etc. etc. etc. etc. etc. etc. etc.





word

Word Cards

Language exercises using words out of context are a necessary part of ABE skill development, but these activities can seem dull and irrelevant to students. Use your imagination--and your students' ideas--to suggest other activities focusing on word recognition.

-Provide students with flashcards of common words and phrases. Pair students and suggest they drill each other briefly at each class session.

-Have students do various assignments from a set of word cards:

- Alphabetize
- Copy for writing practice
- Arrange in categories: names of objects, names of actions, etc.
- Write rhyming words
- Use in sentences
- Explain meanings
- Arrange according to numbers of syllables
- Sort by similar beginnings and endings
- Find words with same vowel sounds
- Match words with similar and opposite meanings
- Create new words by adding "s," "ing," "er," or "ed."

-Label each object in the room on word cards. Have students attach correct cards to objects.

-Make identical sets of word cards for a bingo-type game. Have students lay the word cards on their desks in any order of five rows and five columns. As you read a word, the student turns his matching word face down. The game begins again after one student has five face-down cards in bingo format.

-Instruct students who like word games to do the following exercise with a set of word cards. The game is played in pairs, and each player draws a series of steps on a sheet of paper as shown in the middle card on opposite page. The first player takes a word card from the stack. If he can read it, the card is placed on the first step. The next player takes a turn in the same way. If a word cannot be read, it is put aside. Each player continues as far up the steps as possible.

-Ask students to sort word cards into piles of words they know, words they don't know at all, and words they have some unsureness about. Generate appropriate activities with each pile of words.

salary confidential employer relaxed factory prompt interested form supervisor classified personnel promotion requirements apprentice conditions advertising agreement skill appointment work aptitude contact technician potential abbreviation commission contract efficiency date technical pay career employee business gross hiring dexterity impression resume job opportunity payroll trainee foreman aptitude inventory persistency union register temporary appropriate available manufacturer interests advancement qualities position education employment background attention labor employ supervisor classified personnel promotion requirements apprentice conditions deductions employ coworker detail efficiency tools training instructions reputation fee occupation piecework applicant uniform eligible assembly profession promote application promotion demands ambitions recommendation salary confidential employer relaxed factory prompt interested form absenteeism trades polite cooperative appearance cheerful neat office references location wages industrial fee dismissal agency ad careful electrical promotion experience directions eager speedy stability fired check design rating seniority fellow mechanical abbreviate deduct license administration skilled worker successful products discriminate chemical unskilled laborer companies boss ambitious examine labor manual status apply examination change hunt business describe ad enterprise itemize applying superintendent services uniform dexterity goods apprenticeship minimum discrimination ability bonded advancement technical mobility earnings abilities assembly line bonded reliable financial timeclock department description technology title opportunity satisfaction search characteristics compensation vocational permanent pay potential leave performance initiative convenient background advertising employee payroll appropriate employment coworder piecework professional piecework salary absentee reference electrical check union manual administration enterprise technical financial security shift compensate career temporary education personnel office fee occupation temporary goods apprenticeship minimum discrimination ability bonded advancement

Word Lists

Vocabulary lists can be developed for any area of student interest. Such lists can vary in difficulty and be used to add to the student's reading vocabulary the many words already in his/her speaking vocabulary. It works best to involve students themselves in collecting words on a specific topic. They will be most interested in word lists that grow out of their own experience. Some possibilities: all the words that describe the student himself; all the words that describe his family or his work; words about health; words about cooking; words about retirement; words about money; words about emergencies; words about cars; words about the classroom; words about religion; words about hunting; words about time; words about holidays; words about clothing; and words about weather.

- Students can use word lists in much the same way they use word cards. They can be asked to alphabetize the list; to spell words; to use words for handwriting practice or in sentences; to write stories from word lists; to define words; to think of synonyms and antonyms; and to divide words into parts.

- Word lists can be used for dictionary practice, but be aware that words of definition may not clarify, but rather complicate word meanings.

- Students can be given a combination of words from different word lists and asked to group words in categories.

- Students can choose from a group of four words the one word which is unrelated and tell in which way the word they chose is different from the others. This exercise will elicit many different kinds of comparisons which can provide the basis for various group discussions and related language activities.

- Have students use words from a specific list to write a news article about the subject.

- Have students match words in a list with meanings in a corresponding list.

- Give students an unfamiliar word from a vocabulary list; help them discover the correct pronunciation using phonics and syllabication rules.

APPENDIX

Students as Particular Persons

As you all know too well, ABE students do not always stay with their learning plans. They lose heart, get tired, have an emergency, or get distracted by life. It is very difficult for many adults to commit time and energy to learning tasks that may seem endless, often frustrating, sometimes overwhelming.

You can be most effective in support of your students' efforts to become more literate and generally competent when you have "a feel for" who they are as people and what they need to function more effectively.

Most of what you learn about your students you learn informally, over time, as you have repeated contact with them, but there is much to be said for accelerating that learning by asking questions directly. Some adults are reticent about talking about themselves, but others very much enjoy the opportunity to "describe" or "explain" themselves to an interested person. In a sense, they validate themselves as unique and special people when they reflect on themselves and share those reflections with others they trust. There are several techniques you can use for getting to know your students better. You can interview each student informally, using specific guiding questions. In this case, you will want to solicit verbal responses, of course, rather than administering a written questionnaire.

You could also involve the whole group in responding to only one or two of these incomplete sentences in a session. You would start a sentence and ask each student to finish the statement. The group might be sitting around a table during a refreshment break when this activity is introduced. Many students find this exercise richly satisfying because they have an exposure to their classmates they would not otherwise have. Getting acquainted with others is frequently helpful to students in establishing a more accurate perspective on themselves and their worlds.

Here are some incomplete sentences to which students can respond, privately to you, or more publicly in the group setting.

I hate to _____

I love to _____

On Saturday I usually _____

On Sunday I usually _____

It makes me happy when _____

I get tired when _____

I get sad when _____

What I need most is _____

I am sometimes afraid that _____

I look for help when _____

Most people I know are _____

The people who mean the most to me are _____

My family includes _____

People in general are _____

I wish I could _____

Ten years from now I would like to be _____

I think it is very important to _____

If I knew then what I know now, I would have _____

I have learned that _____

The best thing about school when I was a child was _____

The worst thing about school then was _____

I feel I am good at _____

I feel I am not good at _____

I spend most of my time doing _____

On a new job, I often feel _____

At my job, I _____

After work, I _____

Before work, I _____

Money is _____

It is very important for me to _____

I look forward to _____

My favorite TV programs are _____

When I read aloud I _____

If I could read better, I would like to read _____

I would read more if _____

If we knew more about the interests of ABE students, we could be more effective in preparing meaningful, relevant learning activities for them. The lives of people are incredibly varied and complex in many dimensions; there is no "typical" person in the deepest sense. Because people are, to some extent, what they do--or wish they could do--developing an interest profile for each student should be helpful in individualizing instruction. Of course you will not violate the privacy of your students unless they are willing.

It might be helpful for you to know what the student owns or borrows; reads: wishes to read; plays (athletics); plays (musical instrument); loves to do; hates to do; does too much; does too little; plans to do and hopes to do; who are the student's family and friends; what the student watches on TV and sees at the movies; where the student works, lives, wants to live, wants to work, goes on vacation, goes on weekends, goes after work; and what the student does for fun, for money, for exercise, for others, for himself, for the neighbors, for the church, and for the community.

More specifically, does the student look at a daily newspaper? How often? What parts are most interesting? What magazines or books are read or would be, if skills allowed? What is watched on television? What sports are played or watched? What music is played or heard? What movies are remembered? How often are movies seen? What hobbies are indulged in? Does the student work part-time or full-time? By choice or necessity? What does he/she most like and dislike to do? Does the student enjoy people? How often? Who does he/she find interesting? Why? In what ways? What would the student consider an ideal day?

Since work is so critical in the lives of most adults, you will inevitably be involved in their work problems if you meet with them regularly. It will certainly be helpful to you to have specific insights into students' work or occupational preferences to supplement discussion of job options and preparation for getting and keeping jobs. The form on the next page suggests questions to which your students could respond.

JOB PREFERENCE FORM

I would like a job where:
_____work would be easy
_____work would be hard
_____there would be little or no work

I would prefer:
_____one boss
_____no boss
_____several bosses

I would rather work:
_____during the day
_____at night
_____no preference

I would like to have a job where:
_____I wear a uniform
_____I wear my own clothes
_____I wear old clothes
_____I wear good clothes

I would like to work:
_____in a city
_____in the country
_____in the suburbs

If I had a choice, I would work:
_____a 7-day week
_____a 6-day week
_____a 5-day week
_____a 4-day week

I would rather have a job:
_____away from home
_____close to home
_____far away from home
_____at home

When I work, I like to:
_____talk a lot
_____not talk at all
_____talk only when necessary

For me:
_____pay wouldn't matter as long as the work was interesting
_____work wouldn't matter as long as the pay was good
_____work should be interesting and the pay must also be good

I like work to be:
_____mostly physical
_____mostly mental
_____a combination of physical and mental activity

I would like to work where it is:
_____noisy
_____quiet

I would prefer to work for:
_____a man
_____a woman
_____either sex

When working, I'd rather:
_____stand
_____sit
_____move around
_____drive

_____

_____

Resource Sources

Collecting can be a worthwhile and enriching experience. Even a walk around your own home will turn up many materials that can be converted or used "as is" with ABE classes. A walk around your community, regardless of its size, will produce an almost endless variety of materials for enhancement of classroom activities.

We have adapted a concept of the Australian aborigines, who are tuned in to every subtle marking in their environment. Their survival depends on knowing intimately all possible human and natural resources. They make extensive use of the signs and substance of all that is present; they notice everything. Their example provides us with inspiration to exploit our environment and to discover a wealth of productive stimulation for learning. We have found that people in the business world are generous with materials and with encouragement, support, and even advice. They seem to feel that working with ABE students to increase literacy and competency is an important professional service.

It should not be time-consuming to build your collection of everyday, everywhere materials, since you can gather them as you do your own errands. These materials are not "perfect," but they can be stimulating; they contain words and numbers in great profusion and refer to many common coping concerns.

The following list is not all inclusive; it provides only a sampling of resource sources. We hope it provides you with encouragement to exploit your environment for teaching materials.

Motel/Hotel

Maps
Recreational Brochures
Do Not Disturb Signs
Weekly "Points of Interest" Magazines

City Hall

Job Application Form
Hunting License Application Form
Withholding Exemption Certificate
Application for Social Security
Request for Change in Social Security Records
Application for Copy of Birth Record
Application for Passport
Tax Forms
Instruction Booklets for Tax Forms

Physician's Office

Patient Information Form
Child Care Pamphlets
Patient Care Instructions
Health History Form

Information for Emergency
Treatment Form
Insurance Coverage Form
Appointment Card

Military Recruitment Office

Brochures

Restaurant

Bills
Menus
Notices of local events, such as auctions, church activities, and charity appeals

Post Office

Consumer Service Card
"Send for Information" Card on Occupations
Change of Address Form
Stamps-by-Mail Brochure
Money Order

State Employment Office

Job Application
Unemployment Application
Social Security Information Booklets
Occupational Brochures

Stores

Brochures of all kinds, describing--among hundreds of other goods--Cosmetics, Rifles, Paint, Dressmaking, Patterns, Wood Refinishing, Craft Ideas, Knives
Specialized Sales Catalogs
Sales Slips
Sales Tax Chart
Fabric Conversion Chart
Paint Chips
New Car Advertisements
Sales Flyers
Dressmaking Pattern Magazines

Bus Station

Travel Brochures
Bus Schedules
Luggage Tags
Western Union Forms
Western Union Money Order

Gasoline Station

Application for Credit Card
Maps
Work Orders

Fire Department

Safety Brochures
Poison Prevention Charts
Fire Prevention Brochures

Bank

Account Applications
Withdrawal Statements
Deposit Slips
Application for Master Charge and Bank Americard
Brochures on Banking Services
Mortgage Applications
Personal Loan Applications
Interest Rate Charts

Agencies

Brochures of Specific Services
Community Services Directory
Information Brochures, such as those concerning ecology, pollution, health, and consumer protection
Voter Registration Application
Political Flyers

Telephone Company

Personal Phone and Address Booklet
Information Leaflets on Charges
Telephone Books

Motor Vehicle Office

Change of Title Form
Driver's Manual
Information on Legal Affairs
License Plate Applications
Safe Driving Brochures

Industries

Job Applications
Benefits Information
Work Forms

State Extension Offices

Brochures, Instructions, Advice and Information on a wide variety of topics

Homes - Yours and Students

Appliance Manuals
Guarantees and Warranties
Greeting Cards
Product Labels
Price Tags
Magazines
Newspapers
Maps
Game Instructions and Playing Materials
Dressmaking Patterns
Cookbooks
Measures
Containers
Tools
Records
Books
Report Cards
Notices
Bills
Telephone Books
Calendars
Occupant Mail

Adult Performance Level Objectives *

Attached is the current version of the APL description of competency. This description is organized by general knowledge area. Within each general knowledge area, requirements are described in three successive levels of detail.

The first level is a goal statement, which is a broad description of the capability which the functionally competent adult should possess for that particular general knowledge area.

The goal statement is defined by a series of intermediate-level requirements called objectives. The objective is the fundamental building block of the APL description of competency. Some degree of mastery of these objectives, the degree depending on the adult's individual milieu, is required for true functional competency.

Each objective, in turn, is described by a series of situation-specific requirements called tasks. Mastery of an objective is manifested by the individual adult's ability to perform a group of tasks -- to respond appropriately to specific situations which reflect the requirements of the objective. Since the tasks are currently undergoing a thorough revision, only the goals and objectives are included in this presentation.

The implications of this caveat concerning the APL tasks become especially important when one attempts to translate the APL description of competency into curriculum or other training programs for undereducated adults. When used for this purpose, tasks should be considered as paradigms or general guidelines. They should not be interpreted as being ingraved in stone, because it is the objective that is the most important element in the requirements for functional competency.

*Note: The following pages are reproduced from the University of Texas Summary of Adult Functional Competency, March, 1975.

OBJECTIVES FOR FUNCTIONAL COMPETENCY

OCCUPATIONAL KNOWLEDGE

GOAL: TO DEVELOP A LEVEL OF OCCUPATIONAL KNOWLEDGE WHICH WILL ENABLE ADULTS TO SECURE EMPLOYMENT IN ACCORDANCE WITH THEIR INDIVIDUAL NEEDS AND INTERESTS.

1. OBJECTIVE: To build an oral and written vocabulary related to occupational knowledge.

2. OBJECTIVE: To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.

3. OBJECTIVE: To define occupational categories in terms of the education and job experience required, and to know minimum requirements of given occupations.

4. OBJECTIVE: To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.

5. OBJECTIVE: To understand the differences among commerical employment agencies, government employment agencies and private employers.

6. OBJECTIVE: To prepare for job applications and interviews.

7. OBJECTIVE: To know standards of behavior for various types of employment.

8. OBJECTIVE: To know attributes and skills which may lead to promotion.

9. OBJECTIVE: To know the financial and legal aspects of employment.

10. OBJECTIVE: To understand aspects of employment other than financial which would affect the individual's satisfaction with a job.

CONSUMER ECONOMICS

GOAL: TO MANAGE A FAMILY ECONOMY AND TO DEMONSTRATE AN AWARENESS OF SOUND PURCHASING PRINCIPLES.

1. OBJECTIVE: To build an oral and written consumer economics vocabulary. This should be an ongoing process through each objective.

2. OBJECTIVE: To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.

3. OBJECTIVE: To understand the concepts of sales tax and income tax.

4. OBJECTIVE: To be aware of the basic principles of money management, including knowing the basics of consumer decision-making.

5. OBJECTIVE: To use catalogs, consumer guides and other reference documents to select goods and services.

6. OBJECTIVE: To be aware of factors that affect costs of goods and services and to determine the most economical places to shop.

7. OBJECTIVE: To be aware of the principles of comparison shopping, and to be aware of the relationship of price to quality among brand names, and between "firsts" and "seconds" and to be able to substitute economy for quality according to individual needs.

8. OBJECTIVE: To know the various methods by which goods are packaged and to know which methods are most cost-effective in terms of quality and storage.

9. OBJECTIVE: To be able to take advantage of sales by knowing where to find them, by planning for their eventuality, and by being able to determine which are of worthwhile value to the individual.

10. OBJECTIVE: To be aware of advertising techniques and to recognize appropriate and inappropriate forms of selling and advertising.

11. OBJECTIVE: To know how to order food and to tip in a restaurant.

12. OBJECTIVE: To be aware of different stores where home furnishings can be purchased and to determine the best buys for essential and luxury items based on individual needs and resources.

13. OBJECTIVE: To determine housing needs and to know how to obtain housing and utilities based on those needs.

14. OBJECTIVE: To know how to buy and maintain a car economically.

15. OBJECTIVE: To know basic procedures for the care and upkeep of personal possessions (home, furniture, car, clothing, etc.) and to be able to use resources relating to such care.

16. OBJECTIVE: To know the various media of exchange and to be familiar with banking services in the community.

17. OBJECTIVE: To develop understanding of credit systems.

18. OBJECTIVE: To collect information concerning the types of insurance available and to be able to select the best insurance for the individual and his family.

19. OBJECTIVE: To know the recourses available to the consumer in the face of misleading and/or fraudulent product/service claims or tactics.

20. OBJECTIVE: To understand the implication of consumption vis-a-vis finite world resources and to recognize that each individual's pattern of consumption influences the general welfare.

HEALTH

GOAL: TO INSURE GOOD MENTAL AND PHYSICAL HEALTH FOR THE INDIVIDUAL AND HIS FAMILY.

1. OBJECTIVE: To develop a working vocabulary related to health, especially as it related to basic medical and physiological terminology, for accurate reporting of symptoms and following a doctor's directions in applying treatments.

2. OBJECTIVE: To understand how basic safety measures can prevent accidents and injuries and to recognize potential hazards, especially as such hazards relate to home and occupational safety.

3. OBJECTIVE:To know medical and health services in the community.

4. OBJECTIVE: To understand the physical and psychological influences on pregnancy as well as the need for proper prenatal care.

5. OBJECTIVE: To underatand the importance of family planning, its physical, psychological, financial and religios implication; and to have knowledge of both effective and ineffective methods of birth control.

6.OBJECTIVE: To understand general child rearing practices and procedures for guarding the health and safety of a child and to apply proper action in accordance with needs and resources.

7. OBJECTIVE: To understand the special health needs and concerns of the adolescent (and his parents) and to become acquainted with some ways to ease the transition from childhood to adulthood.

8. OBJECTIVE: To understand what contributes to good mental health and physical health and to apply this understanding toward preventive care and health maintenance.

9. OBJECTIVE: To understand the interaction of self as a member of small groups (family, work, club, class) and to use this understanding to promote effective interpersonal coping skills.

10. OBJECTIVE: To be able to apply first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural disasters.

11. OBJECTIVE: To plan for health or medical insurance and to be aware of available financial assistance for medical or health problems.

12. OBJECTIVE: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

13. OBJECTIVE: To understand federal control of various drugs and items for health protection and to understand how public reaction influences this control.

GOVERNMENT AND LAW

GOAL: TO PROMOTE AN UNDERSTANDING OF SOCIETY THROUGH GOVERNMENT AND LAW AND TO BE AWARE OF GOVERNMENTAL FUNCTIONS, AGENCIES AND REGULATIONS WHICH DEFINE INDIVIDUAL RIGHTS AND OBLIGATIONS.

1. OBJECTIVE: To develop a working vocabulary related to government and law in order to understand their functions in society and in the personal life of the individual. This should be an ongoing process as each objective is covered.

2. OBJECTIVE: To develop an understanding of the structure and functioning of the federal government.

3 OBJECTIVE: To investigate the relationship between the individual citizen and the government.

4. OBJECTIVE: To understand the relationship between the individual and the legal system.

5. OBJECTIVE: To obtain a working knowledge of the various legal documents which the individual will need as a member of society.

6. OBJECTIVE: To explore the relationship between government services and the American tax system.

COMMUNITY RESOURCES

GOAL: TO UNDERSTAND THAT COMMUNITY RESOURCES, INCLUDING TRANSPORTATION SYSTEMS ARE UTILIZED BY INDIVIDUALS IN SOCIETY IN ORDER TO OBTAIN A SATISFACTORY MODE OF LIVING.

1. OBJECTIVE: To build an oral and written vocabulary pertaining to community resources and to define community resources in terms of (a) services to community members and (b) services to persons outside the community or non self-supporting members of society (unemployed, criminals, insane, etc.)

2-3. OBJECTIVE: To know the types of community services provided for members of society including the purposes of and how to gain access to these services.

4. OBJECTIVE: To understand how and when to apply for community services, such as Social Security, and Medicare.

5. OBJECTIVE: To know various recreational services available in the community.

6. OBJECTIVE: To be able to utilize information services of the community.

7. OBJECTIVE: To be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints.

SUBSET: TRANSPORTATION

8. OBJECTIVE: To build an oral and written vocabulary of transportation terms, including car insurance terms.

9. OBJECTIVE: To be able to recognize and utilize signs related to transportation needs.

10. OBJECTIVE: To develop a familiarity with transportation schedules, and to calculate fares.

11. OBJECTIVE: To be able to find and utilize information facilities.

12. OBJECTIVE: To learn the use of maps relating to travel needs.

13. OBJECTIVE: To recognize time zone boundaries and understand the concept of daylight savings time.

14. OBJECTIVE: To request information on and make verbal and written travel and overnight accomodations/reservations.

15. OBJECTIVE: To understand the relationship between transportation and public problems.

16. OBJECTIVE: To understand driving regulations, including safety, courtesy, and rules such as having a driver's license, car license plates, etc.